This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

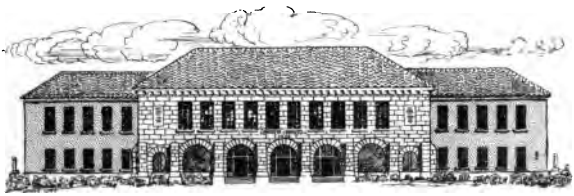
TX 425.1 .S979
Swinton, William,
New language lessons : an elementary gra
Stanford University Libraries
3 6105 04918 7037

NEW LANGUAGE LESSONS:

AN ELEMENTARY GRAMMAR AND COMPOSITION.

SWINTON.

NGLISH CLASSICS.



SCHOOL OF EDUCATION
LIBRARY

TEXTBOOK
COLLECTION

STANFORD UNIVERSITY
LIBRARIES

Each of Shakespeare's plays is complete in one volume, and is preceded by an introduction containing the "History of the Play," the "Sources of the Plot," and "Critical Comments on the Play."

PUBLI[illegible] HARPER & BROTHERS, NEW YORK.

☞ HARPER & [illegible] works by mail, postage pre-paid, [illegible] receipt of the price.

NEW

LANGUAGE LESSONS

AN ELEMENTARY

GRAMMAR AND COMPOSITION.

By WILLIAM SWINTON,

AUTHOR OF "HARPER'S LANGUAGE SERIES," "BIBLE WORD-BOOK," ET

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

NEW YORK:
HARPER & BROTHERS, PUBLISHERS,
FRANKLIN SQUARE.
1886.

LIBRARY OF THE
LELAND STANFORD JR. UNIVERSITY
K 47212
C

Entered according to Act of Congress, in the year 1877, by

HARPER & BROTHERS,

In the Office of the Librarian of Congress, at Washington.

PREFACE.

THE present text-book is a new-modelling and rewriting of Swinton's *Language Lessons*. It has grown out of a double motive —first, the desire of better fitting it to fill its place as the intermediate book of Harper's "New Language Series;" and, next, the conviction that an elementary manual might be made, which, combining the essentials of English Grammar and Composition, should find especial welcome in ungraded schools.

The remarkable favor with which the *Language Lessons* was received has suggested the propriety of retaining, in the new book, at least the *spirit* of the old. In that work the author's theory was set forth in the following words:

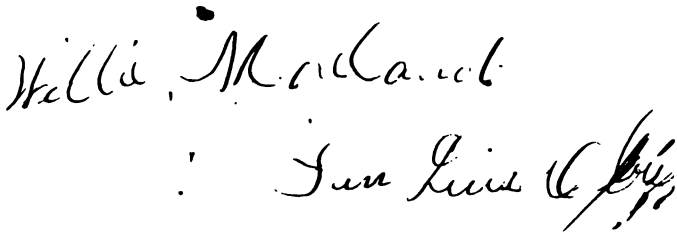
"This book is an attempt to bring the subject of language home to children at the age when knowledge is acquired in an objective way, by practice and habit, rather than by the study of rules and definitions. In pursuance of this plan, the traditional presentation of grammar in a bristling array of classifications, nomenclatures, and paradigms has been wholly discarded. The pupil is brought in contact with the living language itself: he is made to deal with speech, to turn it over in a variety of ways, to handle sentences; so that he is not kept back from the exercise — so profitable and interesting—of *using* language till he has mastered the anatomy of the grammarian. Whatever of technical grammar is here given is *evolved* from work previously *done* by the scholar."

In the actual test of the school-room during the past four years, it has been found that the vitalizing elements of the *Language Lessons* are, first, the analytic or inductive method of unfolding the theory of language; and, secondly, the affluence of constructive work. Accordingly, in the preparation of the present book these approved features have been retained; but it has been the author's aim to remould the book on a more comprehensive plan, with a more systematic arrangement and a more orderly development of the subject. Wherever the book was thought to be weak — as, for instance, according to many, on the side of too great a neglect of grammatical forms—it has been "toned up;" and, throughout, the effort has been made to produce a thorough, working *text-book*.

To the thousands of teachers who gave the old *Language Lessons* a reception exceptional in the history of text-books, the author desires to commend the *New Language Lessons* as being, in his belief, more worthy of their acceptance, and, in his hope, a nearer approach to their ideal.

WILLIAM SWINTON.

Dec., 1877.



CONTENTS.

SECTION		PAGE
I.	CLASSES OF WORDS	1
II.	THE SENTENCE AND ITS ELEMENTS	21
III.	SUBDIVISION OF THE PARTS OF SPEECH	60
IV.	MODIFICATIONS OF THE PARTS OF SPEECH	85
V.	SYNTAX	116
VI.	ANALYSIS AND SYNTHESIS	144
	APPENDIX	181

INDEX.

A, article, 6.
Abstract noun, definition of, 62.
Active voice, 103.
Adjective, definition of, 6; use of, as modifier, 29; qualifying, 71; limiting, 72; proper, 71; pronominal, 73; irregular, comparison of, 97; comparison of, 96; syntax of, 123; predicate, syntax of, 125.
Adjunct, definition of, 28, 144.
Adverb, definition of, 9; use of, as modifier, 42; simple, 78; conjunctive, 78; comparison of, 97; syntax of, 131; misuse of, 125.
An, article, 6.
Analysis, definition of, 144; of the simple sentence, 148–150; of complex sentences, 154–157; of the compound sentence, 162–164.
Antecedent, definition of, 68.
Apposition, explanation of, 36; syntax of, 127.
Article, definite, 72; indefinite, 72; use of, 72, 73; syntax of, 124.
Auxiliary verb, 103.

Bills, forms of, 176.

Capitals, rules for use of, 21, 61, 71.
Case, definition of, 89; nominative, 89;

possessive, 89; objective, 89; possessive, syntax of, 126.
Clause, definition of, 147.
Common noun, definition of, 61.
Comparative degree, definition of, 96; rule for use of, 124.
Comparison, definition of, 96; rules for the adjective and adverb, 96, 97; of irregular adjectives, 97.
Complement, syntax of, 130.
Complex sentence, 147; analysis, 154–157; synthesis of the, 158–162.
Composition, definition of, 1.
Compound sentence, 147; analysis of the, 162–164; synthesis of the, 164–167.
Conjugation, definition of, 103; regular, 103; irregular, 103.
Conjunction, definition of, 14; subordinate, definition of, 80; co-ordinate, 80; syntax of, 137.
Construction, rule of, 117, 118.
Contraction of sentence, 169, 170.
Co-ordinate conjunction, definition of, 80.

Declension, definition of, 89.
Degrees of comparison, 96.

Expansion of sentences, 167, 168.

Forms of the verb, 184; progressive, 184; emphatic, 184, 185.

Gender, explanation of, 90.
Gerund, explanation of, 102.
Grammar, definition of, 1.

Imperative mood, 101.
Indicative mood, 101.
Infinitive mood, definition of, 101; syntax of, 129, 139.
Interjection, definition of, 16; syntax of, 138.
Interrogative pronoun, definition of, 68; declension of, 95.
Intransitive verb, definition of, 76.
Irregular verb, definition of, 103; list of, 187–192.

Language, definition of, 1.
Language lessons, definition of, 1.
Letter-writing, directions for, 171–175.
Limiting adjective, 72.
Love, to, conjugation of, 104–107.

Modification, definition of, 86.
Modifier, definition of, 28, 144.
Mood, definition of, 101; indicative, 101; potential, 101; subjunctive, 101; imperative, 101.

No, 78.
Nominative case, 89.
Nominative independent, syntax of, 38.
Note, promissory, 178, 179.
Nouns, definition of, 2; in apposition, 36; common, definition of, 61; proper, definition of, 61; abstract, definition of, 62; modification of, 87; gender of, 90; declension of, 90; person of, 90, 91.
Number, definition of, 87; definition of, in verb, 99; irregularities of, in nouns, 182.

Object, definition of, 50; of a verb, rule for, 128; indirect, 129.
Objective case, definition of, 89; government of by a preposition, 136; syntax of, 128.

Parsing, definition of, 116; model for, 116, 117.
Participle, definition of, 102; mode of forming present, 102; mode of past, 102; syntax of, 123, 129.
Parts, principal, of a verb, 103.
Parts of speech classified, 2–20; subdivision of the, 60–84; modification of the, 85–115.
Passive voice, definition of, 103; mode of forming, 103.
Person, definition of, 66, *note;* explanation of, 90, 91; definition of, in verbs, 99.
Personal pronoun, definition of, 66; declension of, 94.
Phrase, definition of, 40, 146; adjective, definition of, 40; adverbial, definition of, 44; arrangement of, 48.
Plural of nouns, rules for, 87, 88; double forms of, 181; in foreign nouns, 182; in compound nouns, 183.
Possessive case, use of as modifier, 33; definition of, 89; rule for forming the, 89; syntax of, 126.
Potential mood, 101.
Predicate, simple, 28, 144; complete, 28, 145; modification of, 42–48; with

object, 49, 50; adjective, definition of, 53; nominative, definition of, 53; adjective, syntax of, 125.
Preposition, definition of, 12; list of, 13; syntax of, 136.
Principal parts of a verb, 103.
Pronoun, definition of, 11; personal, definition of, 66; relative, definition of, 68; interrogative, definition of, 68; modifications of, 94, 95; personal, declension of, 94; relative and interrogative, declension of, 95; syntax of, 133.
Proper noun, definition of, 61.
Proposition, definition of, 145.
Punctuation, rules for, 22, 47, 50, 151, 152, 158, 159, 164, 165.

Qualifying adjective, 71.

Receipts, forms of, 177, 178.
Regular verb, definition of, 103; conjugation of, 104–107.
Relative pronoun, definition of, 68; declension of, 95.
Root of a verb, 102.
Rules for plural, 87, 88.

Sentence, definition of, 21, 144; kinds of, 22; its elements, 21–59; simple, 147; complex, 147; compound, 147.
Simple sentence, 147; analysis of the, 148–150; synthesis of, 151–154.
Subject, definition of, 144; simple, 28, 144; complete, 28, 144; modifiers of, 29–41; syntax of, 118.
Subjunctive mood, 10; syntax of, 140.
Subordinate conjunction, definition of, 80.
Subscription, models of, 171–175.
Superlative degree, definition of, 96; rule for use of, 124.
Superscriptions, models of, 171–175.
Syntax, definition of, 116; false, exercises in, 141, 142.
Synthesis, definition of, 144; of the simple sentence, 151–154; of the complex sentence, 158–162; of the compound sentence, 164–169.

Tense, definition of, 100.
The, article, 6.
To love, conjugation of, 104–107.
Transitive verb, definition of, 76.

Verb, definition of, 4; transitive, definition of, 76; intransitive, definition of, 76; neuter, 76; interchangeability of transitive and intransitive, 76; modification of the, 99–110; conjugation of, 103; principal parts of, 103; auxiliary, 103; syntax of, 120; irregular, conjugation of, 183; *to be*, conjugation of, 185; list of irregular, 187–192.
Verbals, definition of, 101.
Voice, definition of, 102; active, 103; passive, 103.

Words, classes of, 2–20.

Yes, 78.

NEW LANGUAGE LESSONS.

INTRODUCTORY LESSON.

1. **Language** is the expression of thought by means of spoken or written words.

2. **Language lessons** furnish rules for speaking and writing correctly, and practice in composition. Language study is divided into two parts: I. GRAMMAR. II. COMPOSITION.

3. **Grammar** is the *science* that treats of the principles of language.

4. **Composition** is the *art* of writing correctly.

This book is divided into six parts, or sections:

I. Classes of Words.
II. The Sentence and its Elements.
III. Subdivision of the Parts of Speech.
IV. Modifications of the Parts of Speech.
V. Syntax.
VI. Analysis and Synthesis.

SECTION I.

CLASSES OF WORDS.

I.—NOUNS, OR NAME-WORDS.

1. *Columbus* discovered *America.*
2. *Buffaloes* roam over the *prairies.*
3. Are you fond of *skating?*
4. We love the *fragrance* of *flowers.*

Analysis.—The word "Columbus" is the name of a person; the word "America" is the name of a place; the word "buffaloes" is the name of certain animals; the words "prairies" and "flowers" are names of things; the word "skating" is the name of an action; the word "fragrance" is the name of a quality.

Explanation. — Words that are used as names of persons, places, things, actions, or qualities are name-words. In grammar they are called *nouns.*

DEFINITION.—**A noun, or name-word, is the name of anything.**

NOTE.—In selecting the nouns in a sentence pupils should remember that, when it is stated that a noun is the "name of anything," we do not mean by "thing" merely what we know by our senses, but any *object* (person, place, thing), *action*, or *quality*. "A noun is the name of anything, existing or conceived by the mind."—(Swinton's *English Grammar*).

EXERCISE 1.

a.

1. Mention (or write) the names of all the things you see in the school-room.
2. Mention (or write) the names of five persons of whom you have read.
3. Mention (or write) the names of five places of which you have read.
4. Mention (or write) the names of five actions, as *singing*.
5. Mention (or write) the names of five feelings of the body (as *hunger*), or of the mind (as *pity*).

b.

Copy the following sentences on slates or paper, drawing a line under each *noun*.

1. Tea grows in China. 2. The oak bears acorns. 3. Webster was a great orator. 4. Paris is the capital of France. 5. The greatest of these is charity. 6. Sometimes we see a ship. 7. Sometimes we ship a sea. 8. Singing in concert is an improving exercise. 9. The light comes in at the window. 10. The lightning flashes and the thunder roars. 11. Honesty is the best policy. 12. Seeing is believing. 13. Shakspeare was born at Stratford, in England. 14. I fear your joy is short-lived. 15. The scent of the roses hangs round it still.

16. Go where glory waits thee;
But when fame elates thee,
O then remember me.

c.

Mention each noun in the preceding exercise, and apply the definition of a noun:

MODEL: "Tea grows in China."

"Tea" is a noun, because it is the name of something; "China" is a noun, because it is the name of something.

II.—VERBS, OR ACTION-WORDS.

1. The sun *shines.*
2. *Are* you *writing?*
3. *Bring* me a book.

Analysis.—The word "shines" tells or *states* something about the sun; it is used in making a *statement.* The words "are writing" are used in asking a *question.* The word "bring" is used in expressing a *command.*

Explanation.—A word that is used in stating what any person or thing *does* or *is*, or in asking what a person *does* or *is*, or in telling another person to *do* or *be* something, is called a *verb.*

DEFINITION.—**A verb is a word that expresses action or being.**

NOTES.

I. "A verb is a word that *predicates* action or being" (Swinton's *English Grammar*). To "predicate" signifies to express, assert, or declare. This is the principal use of verbs, though they are also employed in asking questions and expressing commands.

II. A verb may consist of more than one word: as, *is learning, will be told, has been requested.* Hence, in selecting verbs, care must be taken to include all the words needed to express the *action* or *state of being* intended to be expressed in the given sentence.

EXERCISE 2.

a.

Add verbs telling what the following things *do.*

MODEL: "THE KITTEN....." The kitten *romps in the garden.*

1. The kitten .....
2. The boy .....
3. The girl .....
4. The birds .....
5. The clock .....
6. Kings .....
7. The sun .....
8. The wind .....

b.

Join verbs telling about the following things *being*—(something).

MODEL: "THE APPLE....." The apple *is* sour.

1. The apple ..... sour.
2. The grapes ..... ripe.
3. James ..... here yesterday.
4. Iron ..... malleable.
5. Soldiers .....
6. Honesty .....
7. London.....
8. The lion .....

c.

Fill up the blanks with suitable verbs.

1. Trees ..... in forests. 2. David ..... a lion and a bear. 3. The glazier ..... the window. 4. The artist ..... a picture. 5. The grocer ..... tea. 6. The servant ..... down stairs.

d.

Copy the following sentences, drawing one line under each noun, and two lines under each verb.

1. The cuckoo builds no nest for herself.
2. The elephant surpasses all other land animals in size.
3. Vast prairies extend beyond the Mississippi.
4. Before our house a prattling river runs.
5. A herd of cattle grazed in a meadow.
6. The timid bird saw the snake in the grass.
7. My father's fields have produced corn.
8. Those pears may ripen on the wall.
9. Diogenes lived in a tub.
10. The ship was wrecked on the coast.
11. Some might have been saved.
12. "Will you walk into my parlor?"
    Said the spider to the fly.

e.

Mention each verb in the preceding paragraph, and state how you know that it is a verb.

MODEL: "Builds" is a verb, because it expresses action.

III.—ADJECTIVES.

1. Bring me *that* book.
2. Here is a drove of *ten* cattle.
3. The *ripe* fruit is plucked.

Analysis.—The word "that" is added to the noun "book" to tell *which* book is meant; the word "ten" is added to the noun "cattle" to tell *how many* are meant; the word "ripe" is added to the noun "fruit" to tell what kind or *quality* of fruit is meant.

Explanation.—Words such as "that" and "ten" are said to *limit* the meaning of a noun with which they are joined. A word such as "ripe" is said to express some quality of the thing named by a noun, or to *qualify* the meaning of a noun.

A word which limits or qualifies the meaning of a noun is called an *adjective.*

DEFINITION.—**An adjective is a word joined to a noun to limit or qualify its meaning.**

NOTES.

I. Sometimes adjectives are used with the class of words called *pronouns.* (See definition, page 11.)

II. The words *a*, or *an*, and *the* are adjectives, because they limit (or *define*) the meaning of nouns; but they are often called *articles.*

EXERCISE 3.

a.

Use with each noun an *adjective* to limit or qualify its meaning.

MODEL: "*Fine* grapes grow in *sunny* France."

1. ..... grapes grow in ..... France. 2. The ..... tree has ..... leaves. 3. The ..... cat catches ..... mice. 4. The ..... wind

blew down the ..... trees. 5. The ..... picture is .....
6. The ..... clouds float in the ..... sky.

7. ..... drops of water,
..... grains of sand,
Make the ..... ocean,
And the ..... land.

b.

Join with each of the following nouns as many appropriate *adjectives* as you can think of, and prefix *a* or *an*, as in this model.

an old
a green
a tall
an elegant
a magnificent
a fruit-bearing
} tree.

1. tree. 2. horse. 3. house. 4. man. 5. water. 6. bird.

c.

In the following sentences, select the adjectives, and tell how you know each is an adjective.

MODEL: "Dashing" is an adjective because it is joined to a noun—"waves"—to qualify its meaning; "rock-bound" is an adjective, because it is joined to a noun—"coast"—to qualify its meaning; "the" is an article, limiting "waves;" "a" is an article, limiting "coast."

1. The dashing waves beat on a rock-bound coast.
2. A large garden is not always a profitable garden.
3. A handsome flower is not always a sweet-smelling flower.
4. Hail, blithesome stranger of the grove!
5. Fresh water is a pleasant drink.
6. A common lamp smoked in the neck of a stone bottle.
7. All horned animals are ruminant.
8. Dear, patient, gentle Nell was dead.
9. Be not like dumb, driven cattle.
10. The way was long, the wind was cold;
The minstrel was infirm and old.
11. This silly little grasshopper
Despised his wise old mother.

d.

Arrange the adjectives, nouns, and verbs in the sentences below in separate columns. (The articles may be omitted.)

MODEL: "Beautiful ferns grow in shady places."

ADJECTIVE.	NOUN.	VERB.
beautiful shady	ferns places	grow

1. The tall girl ate the sweet apple. 2. The Grecian army gained a splendid victory. 3. Little drops of water make the mighty ocean. 4. The poor boy has a blind father. 5. Switzerland is noted for its lofty mountains and beautiful lakes. 6. A rainy day gladdens the white ducks.

7. How doth the little busy bee
Improve each shining hour!

IV.—ADVERBS.

1. The big fire burns *brightly.*
2. That book is *exceedingly* dear.
3. Some birds fly *very* swiftly.

Analysis.—The word "brightly" adds something to the meaning of the verb "burns;" the word "exceedingly" adds something to the meaning of the adjective "dear;" the word "very" adds something to the meaning of the word (adverb) "swiftly."

Explanation.—A word that in some *mode* (manner) changes the meaning of a verb, an adjective, or an adverb, is said to *modify* the word with which it is joined. In grammar a word of this kind is called an *adverb.*

DEFINITION.—**An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.**

NOTE.—An adverb generally denotes *time*, *place*, *manner*, or *degree:* as—

I saw my uncle [when?] *yesterday*.....**time.**
I met him [where?] *here*.....**place.**
He spoke to me [how?] *pleasantly*..... .....**manner.**
He spoke to me [degree?] *very* pleasantly...**degree.**

EXERCISE 4.

a.

Supply suitable *adverbs* to fill the blanks in the following sentences:

MODEL: "Call me *early* in the morning."

1. Call me ..... in the morning. 2. Glass is ..... brittle. 3. The exercise is ..... written. 4. The robin sings very ..... 5. The boy has .. ... returned. 6. Well-baked bread is ..... wholesome. 7. ..... will you come? 8. Tell him to walk ..... 9. The bells rang ..... 10. We shall rest ..... 11. The moon shines ..... 12. King Alfred governed .....

b.

Make six sentences containing adverbs of *time*.....
Make six sentences containing adverbs of *place*.....
Make eight sentences containing adverbs of *manner*.....

} Using the verbs *come*, *go*, *call*, *walk*, *run*, *jump*, *fly*, *sing*, *cry*, etc.

Make twelve sentences containing adverbs of *degree*.....

} Using the adjectives *soft*, *hard*, *sweet*, *bitter*, *fine*, *blue*, etc.

c.

In the following sentences select the *adverbs*, and state why each is an adverb.

MODEL: "Terribly" is an adverb, because it modifies the meaning of the verb "blew."

1. The wind blew terribly. 2. The boys swim badly. 3. I know where he did it, when he did it, and why he did it. 4. Charles was here yesterday. 5. The stars are very bright. 6. We must win now or never. 7. The eagle flies exceedingly high. 8. Alice's exercise is well written. 9. We shall not fail. 10. The *Tribune* is published daily. 11. Few men are always happy. 12. This lesson has not been perfectly prepared.

d.

Arrange the adjectives, nouns, verbs, and adverbs in the following sentences in separate columns, as in the model. (Include the articles among the adjectives).

MODEL: "The merry little squirrel sat slyly on the branch of a very lofty tree."

ADJECTIVE.	NOUN.	VERB.	ADVERB.
the merry little the a lofty	squirrel branch tree	sat	slyly very

1. The treacherous spider soon caught the poor fly.
2. The house was entered yesterday, and the thief stole the silver-plate.
3. The sun shone brightly on the calm waters of the ocean.
4. The sailors danced joyously when the gallant ship entered the harbor.
5. He sang sweetly the old songs of his boyhood.
6. The fire burns cheerily in the grate to-night.
7. Heavy masses of mist floated lazily across the high mountains.
8. A winter so cold has never been known before.
9. Where is my brother now?

V.—PRONOUNS.

1. *I* am glad that *you* have come.
2. Frank likes his dog and *it* likes *him*.

Analysis.—The word "I" shows that the person speaking means *himself*—it is used *for* the name of the speaker. The word "you" shows that he is speaking to some one—it is used *for* the name of that person. The word "it" takes the place of the noun "dog;" the word "him" takes the place of the noun "Frank."

Explanation.—Words that are used *for* real names, or that are used *instead of* nouns, are called *pronouns*—that is, *for-names*, or *for-nouns*.

DEFINITION.—**A pronoun is a word used for a name, or instead of a noun.**

NOTE.—The following words are among the principal pronouns:

I	**you**	**we**	**he**	**she**	**it**	**they**
me		**us**	**him**	**her**		**them**

EXERCISE 5.

a.

Complete the following sentences by adding *pronouns*.

1. If you tease the dog, ... will bite .....
2. The pond is deep, and there are many fish in .....
3. The man ran after the rabbit, but ..... could not catch .....
4. My aunt saw the pictures, but ..... did not buy .....
5. Tell ..... (the speaker) what brings ..... (the person addressed), gentle youth, to Rome.

b.

Use *pronouns* instead of the words in italics.

MODEL: "I come to bury Cæsar, not to praise *Cæsar*"=I come to bury Cæsar, not to praise *him*.

1. I come to bury Cæsar, not to praise *Cæsar*.
2. Thomas ploughed the field, but *Thomas* did not plough *the field* well.
3. New York is a large city; *New York* is the metropolis of the Empire State.
4. The general told the soldiers that *the soldiers* would gain the victory.
5. The crocodile lives in large swamps; *the crocodile* belongs to the lizard kind, and *the crocodile* is amphibious.
6. Alexander was an ambitious man; *Alexander* conquered the whole world, and then *Alexander* sighed because *Alexander* had no more worlds to conquer.
7. The queen walked in *the queen's* garden with *the queen's* maids; *the queen's maids* wore blue dresses, *and these dresses* [which] were trimmed with lace.

C.

Copy the following sentences, drawing a line under each *pronoun*.

1. Charles and I ran home; we were tired.
2. John is a good boy; he has learned his lesson.
3. You should not lose your place.
4. Whales are not fishes, though they live in the sea.
5. The farmer's wife gave me an apple, and she said I was not to eat it until I went home.
6. She said, "Sir, we are seven."
7. I had a little pony,
   His name was Dapple Gray,
   I lent him to a lady,
   To ride a mile away.

VI.—PREPOSITIONS.

1. The ship sailed *from* Boston.
2. The book *on* the desk is mine.

Analysis.—In the first sentence the word "from" expresses a *relation between* "*Boston*" and "sailed." In the second sentence

the word "on" expresses a relation of place between "desk" and "book."

Explanation.—Words that express a relation between a noun or pronoun and some other word are called *prepositions.* They connect the words between which there is a relation of meaning.

DEFINITION.—**A preposition is a connective word expressing a relation of meaning between a noun or pronoun and some other word.**

NOTE.—In our language there are about fifty of these *relation-words.* The following are the most used prepositions:

at	**from**	**off**	**till**	**up**
by	**in**	**on**	**to**	**with**
for	**of**	**through**		

EXERCISE 6.

a.

Supply suitable prepositions to fill the blanks in the following sentences.

MODEL: "The visitor passed *through* the gate."

1. The visitor passed ..... the gate.
2. Swallows build ..... the eaves of houses.
3. The mighty Andes rise ..... the clouds.
4. The orator was received ..... applause.
5. Place my book ..... the table.
6. Will you come ..... my house?
7. Children coming home ..... school, look in ..... the open door.
8. The poem ..... Paradise Lost was written ..... Milton.
9. Carry that box ..... James ..... my compliments.
10. Did you buy that book ..... me?
11. We work ..... noon ..... dewy eve.
12. ..... whom are you speaking?

b.

In the following sentences select the prepositions, and tell why each is a preposition.

MODEL: "In" is a preposition, because it shows a relation of meaning between "heart" and "truth;" "on" is a preposition, because it shows a relation of meaning between "lips" and "truth."

1. Truth in the heart is better than truth on the lips.
2. The trees of the garden are loaded with fruit.
3. I walked yesterday from our house to the church.
4. The river flows down the valley.
5. The boy in the boat caught a fish with a line.
6. A sailor at sea looks hopefully for land.
7. The child met me on the road.
8. We must return to the dust from which we were taken.
9. They grew in beauty side by side,
   They filled one home with glee;
   Their graves are scattered far and wide,
   By mount and stream and sea.

VII.—CONJUNCTIONS.

1. James *and* John went home together.
2. I went *because* he asked me.

Analysis.—The word "and" connects the two nouns "James" and "John;" the word "because" connects "I went" and "he asked me," which are parts of the sentence.

Explanation.—A word used to connect two words or other parts, or *elements*, of a sentence, or to connect two statements in the same sentence, is called a *conjunction*.

DEFINITION.—**A conjunction is a word used to connect sentences or *the elements of a sentence*.**

NOTES.

I. The *elements* of a sentence are the *words*, *phrases*, or *propositions* of which it is composed. (For definitions, see pages 144, 145.)

II. The following are some of the principal conjunctions:

and	**either—or**	**if**
but	**neither—nor**	**than**
because	**for**	**that**

EXERCISE 7.

a.

Supply suitable *conjunctions* to fill the blanks in the following sentences.

MODEL: "He is poor, *but* he is honest."

1. He is poor, ... he is honest.
2. Ann ..... Ella are sitting on the grass.
3. Do it, ... I wish you to do it.
4. Art is long, ... time is fleeting.
5. I will tell him, ... he ask me.
6. Either he :..... I must be in the wrong.
7. I did not know ..... your brother had hurt himself.
8. Texas is larger ..... New York.
9. All seek happiness, ... not many find it.
10. Hannibal, Cæsar, ... Napoleon were great generals.

b.

In the following sentences select the *conjunctions*, and tell why each is a conjunction.

MODEL: "And" is a conjunction because it connects the nouns "animals" and "plants," two elements of the sentence; "and" is a conjunction because it connects "live" and "grow," two elements of the sentence.

1. Animals and plants live and grow.
2. The father wept, for his son was dead.
3. Richard sat down, but his sister ran off.

4. Two and two make four; but two and three make five.
5. Neither soldiers nor sailors could advance.
6. No harm was done, though the storm was very severe.
7. I like him because he is generous.
8. We heard that you had arrived.
9. They are brave and modest boys.
10. They are slow, but they are sure.

VIII.—INTERJECTIONS.

1. *Alas!* poor Yorick: I knew him, Horatio.
2. *Aha!* papa, I have found you out.

Analysis.—The word "alas" is an exclamation of sorrow; the word "aha" is an exclamation of surprise and pleasure.

Explanation.—A word of exclamation denoting some sudden feeling is called an *interjection.* This literally signifies a word merely *thrown in* among the other words in a sentence.

DEFINITION.—**An interjection is a word which expresses an emotion.**

EXERCISE 8.

In the following sentences select the *interjections*, and tell why they are interjections:

1. Hush! you should not talk now.
2. Fie! it was not kind of you to do so.
3. Alas! they had been friends in youth.
4. Hurrah! we are to have a holiday.
5. Ho! breakers on the weather bow!
6. *Adieu, adieu!* my native shore fades on my sight.

SUMMARY.

All the words in the English language are arranged in *eight classes*, called **parts of speech**. These are:

1. Noun.
2. Verb.
3. Adjective.
4. Adverb.
5. Pronoun.
6. Preposition.
7. Conjunction.
8. Interjection.

1. A **noun**, or name-word, is the name of anything.

2. A **verb** is a word that expresses action or being.

3. An **adjective** is a word joined to a noun to limit or qualify its meaning.

4. An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

5. A **pronoun** is a word used for a name or instead of a noun.

6. A **preposition** is a connective word expressing a relation of meaning between a noun or pronoun and some other word.

7. A **conjunction** is a word used to connect sentences or the elements of a sentence.

8. An **interjection** is a word which expresses an emotion.

REVIEW EXERCISES.

a.

Make (orally or in writing) sentences of two words each by telling what the following animals *do*.

MODEL: "Bees buzz."

1. Bees .....
2. Dogs .....
3. Cats .....
4. Horses .....
5. Owls .....
6. Hens .....
7. Geese .....
8. Eagles .....
9. Squirrels .....
10. Crickets .....
11. Bears .....
12. Wolves .....

b.

Make (orally or in writing) sentences by joining to each noun an *adjective*, and to each verb an *adverb*.

MODEL: "Good scholars study diligently."

1. Scholars study
2. Men work
3. The wind blows
4. The girls sew
5. Fruit ripens
6. The fire burns
7. Birds sing
8. The cat and the dog played

c.

Make (orally or in writing) sentences by joining a *verb* with each of the following pronouns.

MODEL: "I study."

1. I .....
2. He .....
3. She .....
4. We .....
5. You .....
6. They .....
7. It .....
8. Who .....?
9. What .....?

d.

Make (orally or in writing) sentences by putting a *noun* after each of the following prepositions.

MODEL: "Tea comes from China."

1. Tea comes *from* .....
2. The sun rises *in* .....
3. The dogs ran *through* .....
4. The cow jumped *over* .....
5. The church is *on* .....
6. We went to Chicago *by* .....

e.

Make (orally or in writing) sentences by supplying a *conjunction* where required.

MODEL: "Boys and girls write."

1. Boys ..... girls write.
2. Dogs bark ..... bite.
3. Will you have pears ..... peaches?
4. I will go ..... you will.
5. I have neither gold ..... silver.
6. John recites well in grammar ..... poorly in geography.

COMPOSITION EXERCISES.

a.

We may briefly describe a place by answering the following questions:

1. What is it? 2. Where is it? 3. What is it noted for?

MODEL: "Chicago."

1. It is a great city.
2. It is in the State of Illinois.
3. It is noted for its trade in grain.

These statements may be thus combined:

Chicago, a great city in the State of Illinois, is noted for its trade in grain.

Make statements of each of the following places, and combine into a sentence.

1. Boston.
2. San Francisco.
3. Cincinnati.
4. New Orleans.
5. Baltimore.
6. The place you live in.

b.

We may briefly describe a building, such as a house, a church, or a railroad depot, by answering the following questions:

1. What is it? 2. What is it used for? 3. What are its principal parts? 4. What is it built of?

MODEL: "A house."

1. It is a building.
2. It is used for a dwelling-place.
3. Its principal parts are the walls, roof, floors, rooms, windows, doors, and halls.
4. It is built of wood, brick, or stone.

Combined.—A house is a building which is used for a dwelling-place. It is built of wood, brick, or stone, and its principal parts are the walls, roof, floors, rooms, windows, doors, and halls.

b.

Make (orally or in writing) sentences by joining to each noun an *adjective*, and to each verb an *adverb*.

MODEL: "Good scholars study diligently."

1. Scholars study
2. Men work
3. The wind blows
4. The girls sew
5. Fruit ripens
6. The fire burns
7. Birds sing
8. The cat and the dog played

c.

Make (orally or in writing) sentences by joining a *verb* with each of the following pronouns.

MODEL: "I study."

1. I .....
2. He .....
3. She .....
4. We .....
5. You .....
6. They .....
7. It .....
8. Who .....?
9. What .....?

d.

Make (orally or in writing) sentences by putting a *noun* after each of the following prepositions.

MODEL: "Tea comes from China."

1. Tea comes *from* .....
2. The sun rises *in* .....
3. The dogs ran *through* .....
4. The cow jumped *over* .....
5. The church is *on* .....
6. We went to Chicago *by* .....

e.

Make (orally or in writing) sentences by supplying a *conjunction* where required.

MODEL: "Boys and girls write."

1. Boys ..... girls write.
2. Dogs bark ..... bite.
3. Will you have pears ..... peaches?
4. I will go ..... you will.
5. I have neither gold ..... silver.
6. John recites well in grammar ..... poorly in geography.

COMPOSITION EXERCISES.

a.

We may briefly describe a place by answering the following questions:

1. What is it? 2. Where is it? 3. What is it noted for?

MODEL: "Chicago."

1. It is a great city.
2. It is in the State of Illinois.
3. It is noted for its trade in grain.

These statements may be thus combined:

Chicago, a great city in the State of Illinois, is noted for its trade in grain.

Make statements of each of the following places, and combine into a sentence.

1. Boston.
2. San Francisco.
3. Cincinnati.
4. New Orleans.
5. Baltimore.
6. The place you live in.

b.

We may briefly describe a building, such as a house, a church, or a railroad depot, by answering the following questions:

1. What is it? 2. What is it used for? 3. What are its principal parts? 4. What is it built of?

MODEL: "A house."

1. It is a building.
2. It is used for a dwelling-place.
3. Its principal parts are the walls, roof, floors, rooms, windows, doors, and halls.
4. It is built of wood, brick, or stone.

Combined: A house is a building which is used for a dwelling-place. It is built of wood, brick, or stone, and its principal parts are the walls, roof, floors, rooms, windows, doors, and halls.

Make statements of each of the following objects, and combine into two sentences.

1. A church.
2. A railroad depot.
3. A barn.
4. A jail.
5. An asylum.
6. Our post-office.

c.

The following story is to be read aloud to the class, and pupils are then to write what they can remember of it. (This is called an *abstract from memory.*)

DON'T GIVE TOO MUCH FOR THE WHISTLE.

When I was a little boy about seven years old, my friends, on a holiday, filled my pockets with spending-money. I went directly towards a shop where toys for children were sold; and being charmed with the sound of a whistle, in the hands of another boy that I met by the way, I offered him all my money for it. I then came home, and went whistling over the house, much pleased with my whistle, but disturbing all the family. My brothers, sisters, and cousins, hearing of the bargain I had made, told me I had given four times as much for the whistle as it was worth. This put me in mind what good things I might have bought with the rest of the money; and they laughed at me so much for my folly that I cried with vexation. This little event was afterwards of use to me, for often, when I was tempted to buy some unnecessary thing, I said to myself: "Don't give too much for the whistle;" and so I saved my money.—*Benjamin Franklin.*

SECTION II.

THE SENTENCE AND ITS ELEMENTS.

IX.—DEFINITION OF THE SENTENCE.

Fire burns.

Analysis.—Here something is named—"fire." Something is said about fire—(it) "burns."

Explanation.—Whenever we *say* something *about* anything, we express a thought. A thought expressed in words is called a *sentence.*

DEFINITION.—**A sentence is a combination of words expressing a complete thought:** as—

1. Rain is falling.
2. The stars are distant.
3. The merry schoolboy whistles loudly.

RULE FOR CAPITALS.—**The first word of every sentence should begin with a capital letter.**

NOTE.—A sentence is made up of *words;* but words thrown together *at random* do not form a sentence: they must mean something before they can be a sentence. A pupil was told to write a sentence on *air.* She wrote these words: "The air that we breathe." Now these words are not a sentence, for the reason that they do not make any complete statement. They might easily be converted into a sentence by saying, "The air that we breathe is sweet," or "The air that we breathe is a fluid."

EXERCISE 9.

Supply such words as will convert into *sentences* the following incomplete collections of words.

MODEL: "In 1492 Columbus *discovered America.*"

1. In 1492 Columbus .....
2. The earth, in 365¼ days .....
3. A band of robbers .....
4. The story of Robinson Crusoe .....
5. When Washington had cut down the cherry-tree .....
6. The city of New York is .....
7. The Empire of China .....
8. ..... was a great patriot.
9. ..... gives milk.
10. ..... is the largest city in the world.
11. ..... tell us the time of day.
12. ..... is an improving study.
13. ..... travel over the desert.
14. ..... live in Africa.

X.—KINDS OF SENTENCES.

I. A sentence may take one or other of these forms:

1. **Declarative.**—It may simply express a statement, or *declare* something: as, "The sun shines." Such a sentence is called a *declarative* sentence.
2. **Interrogative.**—It may ask a question: as, "Are you ill?" Such a sentence is called an *interrogative* sentence.
3. **Imperative.**—It may express a command: as, "Go away." Such a sentence is called an *imperative* sentence.
4. **Exclamative.**—It may express a wish: as, "May every blessing attend you!" Such a sentence is called an *exclamative sentence.*

II. RULE FOR TERMINAL MARKS.*—**A declarative or an imperative sentence is closed with a period (.); an interrogative sentence, with an interrogation point (?); an exclamative sentence, with an exclamation point (!).**

EXERCISE 10.

a.

Copy on slates or paper the following sentences. ☞ Exchange exercises for correction as to (1) spelling, (2) capitals, and (3) terminal marks.

1. The farmer mows the waving grass.
2. Tell me what you want.
3. What are you doing? Where are you going?
4. How sweet the moonlight sleeps upon this bank!
5. Our brethren are already in the field. Why stand we here idle? Is life so dear, or peace so sweet, as to be purchased at the price of chains or slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!
6. Oh! call my brother back to me!
   I cannot play alone.
   The summer comes with flower and bee;
   Where is my brother gone?

b.

Form sentences of the kinds indicated, using the following words:

STATEMENTS.	QUESTIONS.	COMMANDS.
Washington.....	.....is.....situated?	Cease.....
Gold.....	.....steam-engine?	Write.....
Our state.....	.....discovered....?	Send.....
Many ships.....	Did.....know.....?	Honor.....

---

* A terminal mark is a mark of punctuation placed at the end or *termination* of a sentence.

6.

Express each of the following statements in the form of [illegible]

Model.

[illegible] (Statement.)
[illegible] (Question.)
[illegible] (Command.)
[illegible] (Exclamation.)

[illegible]

[illegible]

Rule 9.

[illegible]

NOTES.

I. Both the subject and the predicate may consist of many words.

II. The question "*Who* (or *what*) *is mentioned?*" will always suggest the subject as its answer. And "*What is said of the subject?*" will give the predicate. Thus in the sentence, "The squirrel eyes the browning chestnuts," what is mentioned? "The squirrel." What is said of the squirrel? "Eyes the browning chestnuts."

EXERCISE 11.

a.

Make sentences, using suitable pairs of the following *subjects* and *predicates.*

MODEL: "A dog worried a cat."

Subjects..... A dog, robin, crow, horse, baby, the boy, the girl, the jockey, the coachman, the doctor, the teacher, the musician,

Predicates.... taught the class, will play the fiddle, shall win the race, worried a cat, will sing a song, built a nest, upset the carriage, cured the man, trundles a hoop, shall toss a ball, wants its rattle, broke the fence.

b.

Supply suitable subjects:

1. ..... revolves around the sun in a year.
2. ..... is the season of snow and ice.
3. ..... are drawn over the snow in sledges.
4. ..... suffered terribly at Valley Forge.
5. ..... is called the Father of his Country.
6. ..... sail across the Atlantic Ocean.
7. ..... wrote her exercise.
8. ..... lived on a desert island.
9. ..... tremble in the breeze.
10. ..... glides skilfully over the ice.

c.

Express each of the following statements in the form of a question, a command, and an exclamation.

MODEL:

1. Dogs delight to bark and bite. (Statement.)
2. Do dogs delight to bark and bite? (Question.)
3. Let dogs delight to bark and bite. (Command.)
4. How dogs delight to bark and bite! (Exclamation.)

1. Dogs delight to bark and bite.
2. The big fire burns brightly.
3. Time flies rapidly.
4. The storm rages fiercely.
5. The scholars rejoice.
6. The lion roars.

XI.—SUBJECT AND PREDICATE.

Birds fly.

Analysis.—In this sentence, is anything *named?* What? Is anything *said about* them? What?

Explanation.—Every sentence, however short, must have two parts: 1. The name of what is spoken of—or the *subject;* 2. What is stated of the subject—or the *predicate.*

In any collection of words, unless something *is named* and something *stated about* what is named, there can be no statement, and hence no sentence.

DEFINITION I.—**The subject of a sentence represents that of which something is stated.**

DEFINITION II.—**The predicate of a sentence tells what is stated of the subject.**

DEFINITION III.—**A simple sentence is one that contains but one subject and one predicate.**

NOTES.

I. Both the subject and the predicate may consist of many words.

II. The question "*Who* (or *what*) *is mentioned?*" will always suggest the subject as its answer. And "*What is said of the subject?*" will give the predicate. Thus in the sentence, "The squirrel eyes the browning chestnuts," what is mentioned? "The squirrel." What is said of the squirrel? "Eyes the browning chestnuts."

EXERCISE 11.

a.

Make sentences, using suitable pairs of the following *subjects* and *predicates.*

MODEL: "A dog worried a cat."

Subjects..... A dog, robin, crow, horse, baby, the boy, the girl, the jockey, the coachman, the doctor, the teacher, the musician,

Predicates.... taught the class, will play the fiddle, shall win the race, worried a cat, will sing a song, built a nest, upset the carriage, cured the man, trundles a hoop, shall toss a ball, wants its rattle, broke the fence.

b.

Supply suitable subjects:

1. ..... revolves around the sun in a year.
2. ..... is the season of snow and ice.
3. ..... are drawn over the snow in sledges.
4. ..... suffered terribly at Valley Forge.
5. ..... is called the Father of his Country.
6. ..... sail across the Atlantic Ocean.
7. ..... wrote her exercise.
8. ..... lived on a desert island.
9. ..... tremble in the breeze.
10. ..... glides skilfully over the ice.

c.

Supply suitable predicates.

1. London .....
2. Coal .....
3. Sounds of music .....
4. Vessels .....
5. The source of the Nile .....
6. The children .....
7. The fierce lion .....
8. The kind-hearted doctor .....

d.

Write a sentence containing each of the following words. *Underline* all the words in the subject, and *doubly underline* all the words in the predicate.

MODEL: Smoke. "Smoke curls up from the chimney."

1. Smoke.
2. Desk.
3. Air.
4. Book.
5. The steam-engine.
6. The eagle.
7. Money.
8. Girls.

☞ Exchange papers, and see if the subjects and predicates are correctly underlined.

e.

Compose two or more sentences upon each of the following subjects:

1. Cotton. 2. Dogs. 3. Robinson Crusoe.

☞ Let some of the sentences be written on the blackboard, and made the basis of class-criticism. Correct according to the following directions:

1. Draw a line under each misspelled word.
2. Draw a line through each small letter that should be a capital, or capital that should be a small letter.
3. Mark a cross where a period is omitted.

XII.—ANALYSIS AND SYNTHESIS.

I. **Analysis** is the separation of a sentence into the parts or *elements* of which it is composed.

II. **Synthesis** is the process of constructing sentences from their elements.

EXERCISE 12.

a.

Analyze, according to the model, the following sentences.

MODEL: "Trees blossom" is a sentence, because it expresses a thought, and it is a simple sentence because it contains but one subject and one predicate. "Trees" is the subject, because it represents that of which something is stated; "blossom" is the predicate, because it tells what is stated of "trees."

1. Trees blossom.
2. Kings rule.
3. Worms crawl.
4. Money was paid.
5. Boatmen were rowing.
6. Lions roar.
7. Dogs bark.
8. Grass will grow.
9. Morning has dawned.
10. Bread nourishes.
11. Exercise invigorates.
12. Men have been loved.

b.

Construct sentences by joining a suitable subject with each of the following predicates — no sentence to contain more than two words.

1. ..... run.	5. ..... play.	9. ..... fell.
2. ..... grow.	6. ..... purrs.	10. ..... sailed.
3. ..... expand.	7. ..... bellow.	11. ..... died.
4. ..... die.	8. ..... swim.	12. ..... live.

c.

Construct sentences by joining a suitable predicate with each of the following subjects — (each predicate to consist of one *verb* only, though the verb may be expressed in more than one *word*).

1. Ladies	3. Rivers	5. Ships .....
2. Roses	4. Greece	6. The teacher .....

XIII.—SIMPLE AND COMPLETE SUBJECT AND PREDICATE.

I. A thought may be expressed by means of two words—one being the subject, the other the predicate: thus—

SUBJECTS.	PREDICATES.
Birds	fly.
Fishes	swim.
Diamonds	sparkle.
Nero	fiddled.
Rome	remains.

II. When the subject consists of a single word it is called the *simple* subject; when a predicate consists of one verb (word or words) it is called the *simple* predicate.

III. The simple subject and simple predicate often have words added to them to modify their meaning. One or more words added to another to modify its meaning is called an *adjunct*, or *modifier*; and a word thus added to is said to be *modified* or *enlarged*.

IV. The *complete* subject or predicate is the subject or predicate with all its modifiers.

1. Birds fly.

This is a sentence, with a simple subject, "birds," and a simple predicate, "fly."

2. *Some* birds fly *swiftly*.

Here the subject is modified or enlarged by the word "some," and the predicate by the word "swiftly."

3. *Some* birds *of prey* fly *very swiftly*.

Here the words "of prey" are added to the last subject, and "very" to the last predicate.

4. *Some* birds *of prey, having secured their victim*, fly *with it very swiftly to their nests*.

Here the subject and the predicate are modified or enlarged by many *additional words*.

SUBJECTS.	PREDICATES.
1. Birds	fly.
2. Some birds	fly swiftly.
3. Some birds of prey	fly very swiftly.
4. Some birds of prey, having secured their victim,	fly with it very swiftly to their nests.

Exercise.—In like manner, enlarge the following sentences till you make them as long as you can. Be careful to have only one subject and one predicate:

1. Boys study. 2. A horse ran.

XIV.—SUBJECT MODIFIED: By an Adjective.

1. Three tall soldiers passed.
2. The melancholy days have come.

Analysis.—The word "tall" modifies "soldiers," which is the subject of the sentence; "three" limits "tall soldiers." The words "the" and "melancholy" modify the subject "days."

Explanation.—It is often necessary to modify (that is, to limit or qualify) the meaning of the noun-subject. For this purpose we may use *adjectives*. "Three," "tall," "the," and "melancholy" are adjectives.

FIRST MODIFIER.—**The simple subject may be modified by an adjective.**

EXERCISE 13.

a.

Analyze according to the model.*

MODEL: "The melancholy days have come" is a simple sentence.

* At this stage of progress the analysis is to be confined to stating the simple subject and its modifiers. The predicate may merely be named, not analyzed.

Make statements of each of the following objects, and combine into two sentences.

1. A church.
2. A railroad depot.
3. A barn.
4. A jail.
5. An asylum.
6. Our post-office.

c.

The following story is to be read aloud to the class, and pupils are then to write what they can remember of it. (This is called an *abstract from memory.*)

DON'T GIVE TOO MUCH FOR THE WHISTLE.

When I was a little boy about seven years old, my friends, on a holiday, filled my pockets with spending-money. I went directly towards a shop where toys for children were sold; and being charmed with the sound of a whistle, in the hands of another boy that I met by the way, I offered him all my money for it. I then came home, and went whistling over the house, much pleased with my whistle, but disturbing all the family. My brothers, sisters, and cousins, hearing of the bargain I had made, told me I had given four times as much for the whistle as it was worth. This put me in mind what good things I might have bought with the rest of the money; and they laughed at me so much for my folly that I cried with vexation. This little event was afterwards of use to me, for often, when I was tempted to buy some unnecessary thing, I said to myself: "Don't give too much for the whistle;" and so I saved my money.—*Benjamin Franklin.*

SECTION II.

THE SENTENCE AND ITS ELEMENTS.

IX.—DEFINITION OF THE SENTENCE.

Fire burns.

Analysis.—Here something is named—"fire." Something is said about fire—(it) "burns."

Explanation.—Whenever we *say* something *about* anything, we express a thought. A thought expressed in words is called a *sentence.*

DEFINITION.—**A sentence is a combination of words expressing a complete thought:** as—

1. Rain is falling.
2. The stars are distant.
3. The merry schoolboy whistles loudly.

RULE FOR CAPITALS.—**The first word of every sentence should begin with a capital letter.**

NOTE.—A sentence is made up of *words;* but words thrown together *at random* do not form a sentence: they must mean something before they can be a sentence. A pupil was told to write a sentence on *air.* She wrote these words: "The air that we breathe." Now these words are not a sentence, for the reason that they do not make any complete statement. They might easily be converted into a sentence by saying, "The air that we breathe is sweet," or "The air that we breathe is a fluid."

EXERCISE 9.

Supply such words as will convert into *sentences* the following incomplete collections of words.

MODEL: "In 1492 Columbus *discovered America.*"

1. In 1492 Columbus .....
2. The earth, in 365¼ days .....
3. A band of robbers .....
4. The story of Robinson Crusoe .....
5. When Washington had cut down the cherry-tree .....
6. The city of New York is .....
7. The Empire of China .....
8. ..... was a great patriot.
9. ..... gives milk.
10. ..... is the largest city in the world.
11. ..... tell us the time of day.
12. ..... is an improving study.
13. ..... travel over the desert.
14. ..... live in Africa.

X.—KINDS OF SENTENCES.

I. A sentence may take one or other of these forms:

1. **Declarative.**—It may simply express a statement, or *declare* something: as, "The sun shines." Such a sentence is called a *declarative* sentence.
2. **Interrogative.**—It may ask a question: as, "Are you ill?" Such a sentence is called an *interrogative* sentence.
3. **Imperative.**—It may express a command: as, "Go away." Such a sentence is called an *imperative* sentence.
4. **Exclamative.**—It may express a wish: as, "May every blessing attend you!" Such a sentence is called an *exclamative sentence.*

II. RULE FOR TERMINAL MARKS.*—**A declarative or an imperative sentence is closed with a period (.); an interrogative sentence, with an interrogation point (?); an exclamative sentence, with an exclamation point (!).**

EXERCISE 10.

a.

Copy on slates or paper the following sentences. ☞ Exchange exercises for correction as to (1) spelling, (2) capitals, and (3) terminal marks.

1. The farmer mows the waving grass.
2. Tell me what you want.
3. What are you doing? Where are you going?
4. How sweet the moonlight sleeps upon this bank!
5. Our brethren are already in the field. Why stand we here idle? Is life so dear, or peace so sweet, as to be purchased at the price of chains or slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!
6. Oh! call my brother back to me!
   I cannot play alone.
   The summer comes with flower and bee;
   Where is my brother gone?

b.

Form sentences of the kinds indicated, using the following words:

STATEMENTS.	QUESTIONS.	COMMANDS.
Washington.....	.....is.....situated?	Cease.....
Gold.....	.....steam-engine?	Write.....
Our state.....	.....discovered....?	Send.....
Many ships.....	Did.....know.....?	Honor.....

* A terminal mark is a mark of punctuation placed at the end or *termination* of a sentence.

c.

Express each of the following statements in the form of a question, a command, and an exclamation.

MODEL:

1. Dogs delight to bark and bite. (Statement.)
2. Do dogs delight to bark and bite? (Question.)
3. Let dogs delight to bark and bite. (Command.)
4. How dogs delight to bark and bite! (Exclamation.)

1. Dogs delight to bark and bite.
2. The big fire burns brightly.
3. Time flies rapidly.
4. The storm rages fiercely.
5. The scholars rejoice.
6. The lion roars.

XI.—SUBJECT AND PREDICATE.

Birds fly.

Analysis.—In this sentence, is anything *named?* What? Is anything *said about* them? What?

Explanation.—Every sentence, however short, must have two parts: 1. The name of what is spoken of—or the *subject;* 2. What is stated of the subject—or the *predicate.*

In any collection of words, unless something *is named* and something *stated about* what is named, there can be no statement, and hence no sentence.

DEFINITION I.—**The subject of a sentence represents that of which something is stated.**

DEFINITION II.—**The predicate of a sentence tells what is stated of the subject.**

DEFINITION III.—**A simple sentence is one that contains but one *subject* and one predicate.**

NOTES.

I. Both the subject and the predicate may consist of many words.

II. The question "*Who* (or *what*) *is mentioned?*" will always suggest the subject as its answer. And "*What is said of the subject?*" will give the predicate. Thus in the sentence, "The squirrel eyes the browning chestnuts," what is mentioned? "The squirrel." What is said of the squirrel? "Eyes the browning chestnuts."

EXERCISE 11.

a.

Make sentences, using suitable pairs of the following *subjects* and *predicates.*

MODEL: "A dog worried a cat."

Subjects..... A dog, robin, crow, horse, baby, the boy, the girl, the jockey, the coachman, the doctor, the teacher, the musician,

Predicates.... taught the class, will play the fiddle, shall win the race, worried a cat, will sing a song, built a nest, upset the carriage, cured the man, trundles a hoop, shall toss a ball, wants its rattle, broke the fence.

b.

Supply suitable subjects:

1. ..... revolves around the sun in a year.
2. ..... is the season of snow and ice.
3. ..... are drawn over the snow in sledges.
4. ..... suffered terribly at Valley Forge.
5. ..... is called the Father of his Country.
6. ..... sail across the Atlantic Ocean.
7. ..... wrote her exercise.
8. ..... lived on a desert island.
9. ..... tremble in the breeze.
10. ..... glides skilfully over the ice.

c.

Supply suitable predicates.

1. London .....
2. Coal .....
3. Sounds of music .....
4. Vessels .....
5. The source of the Nile .....
6. The children .....
7. The fierce lion .....
8. The kind-hearted doctor .....

d.

Write a sentence containing each of the following words. *Underline* all the words in the subject, and *doubly underline* all the words in the predicate.

MODEL: Smoke. "Smoke curls up from the chimney."

1. Smoke.
2. Desk.
3. Air.
4. Book.
5. The steam-engine.
6. The eagle.
7. Money.
8. Girls.

☞ Exchange papers, and see if the subjects and predicates are correctly underlined.

e.

Compose two or more sentences upon each of the following subjects:

1. Cotton. 2. Dogs. 3. Robinson Crusoe.

☞ Let some of the sentences be written on the blackboard, and made the basis of class-criticism. Correct according to the following directions:

1. Draw a line under each misspelled word.
2. Draw a line through each small letter that should be a capital, or capital that should be a small letter.
3. *Mark a cross* where a period is omitted.

XII.—ANALYSIS AND SYNTHESIS.

I. **Analysis** is the separation of a sentence into the parts or *elements* of which it is composed.

II. **Synthesis** is the process of constructing sentences from their elements.

EXERCISE 12.

a.

Analyze, according to the model, the following sentences.

MODEL: "Trees blossom" is a sentence, because it expresses a thought, and it is a simple sentence because it contains but one subject and one predicate. "Trees" is the subject, because it represents that of which something is stated; "blossom" is the predicate, because it tells what is stated of "trees."

1. Trees blossom.
2. Kings rule.
3. Worms crawl.
4. Money was paid.
5. Boatmen were rowing.
6. Lions roar.
7. Dogs bark.
8. Grass will grow.
9. Morning has dawned.
10. Bread nourishes.
11. Exercise invigorates.
12. Men have been loved.

b.

Construct sentences by joining a suitable subject with each of the following predicates — no sentence to contain more than two words.

1. ..... run.
2. ..... grow.
3. ..... expand.
4. ..... die.
5. ..... play.
6. ..... purrs.
7. ..... bellow.
8. ..... swim.
9. ..... fell.
10. ..... sailed.
11. ..... died.
12. ..... live.

c.

Construct sentences by joining a suitable predicate with each of the following subjects — (each predicate to consist of one *verb* only, though the verb may be expressed in more than one *word*).

1. Ladies .....
2. Roses .....
3. Rivers .....
4. Greece .....
5. Ships .....
6. The teacher .....

XIII.—SIMPLE AND COMPLETE SUBJECT AND PREDICATE.

I. A thought may be expressed by means of two words—one being the subject, the other the predicate: thus—

SUBJECTS.	PREDICATES.
Birds	fly.
Fishes	swim.
Diamonds	sparkle.
Nero	fiddled.
Rome	remains.

II. When the subject consists of a single word it is called the *simple* subject; when a predicate consists of one verb (word or words) it is called the *simple* predicate.

III. The simple subject and simple predicate often have words added to them to modify their meaning. One or more words added to another to modify its meaning is called an *adjunct*, or *modifier*; and a word thus added to is said to be *modified* or *enlarged*.

IV. The *complete* subject or predicate is the subject or predicate with all its modifiers.

1. Birds fly.

This is a sentence, with a simple subject, "birds," and a simple predicate, "fly."

2. *Some* birds fly *swiftly*.

Here the subject is modified or enlarged by the word "some," and the predicate by the word "swiftly."

3. *Some* birds *of prey* fly *very swiftly*.

Here the words "of prey" are added to the last subject, and "very" to the last predicate.

4. *Some* birds *of prey, having secured their victim*, fly *with it very swiftly to their nests.*

Here the subject and the predicate are modified or enlarged by many *additional words.*

SUBJECTS.	PREDICATES.
1. Birds	fly.
2. Some birds	fly swiftly.
3. Some birds of prey	fly very swiftly.
4. Some birds of prey, having secured their victim,	fly with it very swiftly to their nests.

Exercise.—In like manner, enlarge the following sentences till you make them as long as you can. Be careful to have only one subject and one predicate:

1. Boys study.
2. A horse ran.

XIV.—SUBJECT MODIFIED: By an Adjective.

1. Three tall soldiers passed.
2. The melancholy days have come.

Analysis.—The word "tall" modifies "soldiers," which is the subject of the sentence; "three" limits "tall soldiers." The words "the" and "melancholy" modify the subject "days."

Explanation.—It is often necessary to modify (that is, to limit or qualify) the meaning of the noun-subject. For this purpose we may use *adjectives*. "Three," "tall," "the," and "melancholy" are adjectives.

FIRST MODIFIER.—**The simple subject may be modified by an adjective.**

EXERCISE 13.

a.

Analyze according to the model.*

MODEL: "The melancholy days have come" is a simple sentence.

* At this stage of progress the analysis is to be confined to stating the simple subject and its modifiers. The predicate may merely be named, not analyzed.

"Days" is the simple subject: it is modified by the adjectives "melancholy" and "the." The predicate is "have come."

1. The melancholy days have come. 2. Large bodies move slowly. 3. The gray horses ran away. 4. Dark shadows stretched across the green meadow. 5. Huge elephants live in Africa. 6. The lowing herd comes home. 7. Beautiful meadows lay below. 8. Early rising is healthful. 9. The rising sun shone through the window. 10. The wild cataract leaps in glory.

b.

Write six sentences, each of which shall contain one of the following nouns as its subject; and join one or more adjective modifiers with each subject.

1. School-house.
2. Mill.
3. Grass.
4. Peaches.
5. Feelings.
6. Doll.

XV.—ADJECTIVE MODIFIERS: Synthesis.

To a noun-subject we may join—

1. A single adjective: as, "*Tall* trees appear."

2. Two or more adjectives, of which one modifies the noun directly, while the others modify the noun as already modified by the nearest adjective: as, "A *mischievous* LITTLE boy sat on the back seat."

3. Two or more adjectives separately modifying the noun: as, "Kate's large, laughing, light-blue eyes danced in her head."

Punctuation.—The following rule of punctuation applies to adjectives:

Three or more adjectives (or two if not joined by a conjunction) modifying a noun are separated by commas: as—

1. This *calm*, *resolute* man.
2. This *calm*, *cool*, and *resolute* man.
3. *This calm* and resolute man.

NOTES.

I. When a noun has joined with it two or more adjectives which do not *separately* modify it, the adjectives should not be separated by the comma. Thus, in the sentence—

"A mischievous little boy sat on the back seat"—

"little" modifies "boy," "mischievous" modifies "little boy," "a" modifies "mischievous little boy." Hence, as these adjectives do not *separately* modify the noun, they are not separated by the comma.

II. The adjective next to the noun is not followed by the comma.

EXERCISE 14.

a.

Unite each group of statements into a single sentence, using all the adjectives as modifiers of the subject.

MODEL.

A boy ran away from school yesterday:
He was a *cross* boy.
He was a *quarrelsome* boy.
He was a *lazy* boy.
} = A cross, quarrelsome, lazy boy ran away from school yesterday.

1. The Himalayas extend across Asia:
   The Himalayas are *lofty*.
   The Himalayas are *majestic*.
   The Himalayas are *snow-capped*.

2. A ship sailed yesterday to the East Indies:
   It was a *large* ship.
   It was a *noble* ship.
   It was a *gallant* ship.

3. Mice ran after the farmer's wife:
   They were *three* mice.
   They were *blind* mice.

4. Books are nice Christmas presents:
   It is *pretty* books that are nice Christmas presents.
   It is *illustrated* books that are nice Christmas presents.
   It is *story*-books that are nice Christmas presents.
5. A king named Alfred ruled over England a thousand years ago:
   He was a *learned* king.
   He was a *valiant* king.
   He was a *much-loved* king.
6. A song cheered the soldiers:
   It was a *sweet* song.
   It was a *tender* song.
   It was a *home-like* song.

b.

Supply the comma where omitted in the punctuation of the adjectives in the following sentences.*

1. A grand gloomy and peculiar drama was played.
2. A free patriotic liberty-loving people are hard to conquer.
3. Reserved and proud haughty and ambitious, how could he be beloved by the people?
4. Tell me the old old story.
5. The sailor had a large strong hard and sunburned hand.
6. The garden was filled with rare costly beautiful sweet-scented flowers.
7. Jane had a short sensible well-written well-spelled and well-punctuated composition.
8. The condor is the largest strongest swiftest and most tireless of birds of prey.

XVI.—SUBJECT MODIFIED: By a Possessive Noun.

The *girl* has a book, and the *girl's* book is here.

Explanation.—The noun "girl" is used as the subject of the verb "has." But the form "girl's" is not used as a subject: it is

---

* Though the adjectives in these sentences are not in every instance modifiers *of the subject* noun, they illustrate equally well the rules for the punctuation *of adjectives joined with* the subject.

joined with the noun "book" to tell *whose* book we are speaking of.

The form "girl's" is made from the form "girl" by adding the letter *s* with the mark called an apostrophe (') before it. This form of the noun is named the *possessive case.*

DEFINITION.—**The possessive case is that form which a noun has in order to denote ownership or possession.**

SECOND MODIFIER.—**The subject may be modified by a noun in the possessive case.**

NOTES.

I. As a preparation for writing possessive forms in the exercises given below, the pupil should carefully read over the rules for forming the possessive case singular and plural* (see page 89).

II. For practice, copy the following:

SUBJECT FORM, OR CASE.	POSSESSIVE FORM, OR CASE.	
	Singular.	*Plural.*
lion	lion's,	lions'
scholar	scholar's,	scholars'
valley	valley's,	valleys'
city	city's,	cities'
wife	wife's,	wives'
potato	potato's,	potatoes'
fox	fox's,	foxes'
calf	calf's,	calves'
dwarf	dwarf's,	dwarfs'
tooth	tooth's,	teeth's
brooch	brooch's,	brooches'
sheep	sheep's,	sheep's
child	child's,	children's

* Though, in the order of development, the consideration of the possessive case belongs properly under Section IV., where the full treatment will be found, it seems necessary for practical reasons that the mode of forming the possessive should here be taken up by anticipation.

EXERCISE 15.

a.

Select the nouns in the *possessive* form.

1. John tore Henry's book. 2. The man's face is black. 3. I admire your father's house. 4. The horse's leg was broken. 5. The cat scratched the boy's face. 6. Lend me your brother's knife. 7. Papa's horses fell down. 8. The dog's ears were cropped. 9. The earth's surface consists of land and water. 10. We saw the lion's mane.

b.

Rewrite the expressions below, changing the italicized nouns into the *possessive* form.

MODEL: "The bonnet of *Mary*" = *Mary's* bonnet.

1. The bonnet of *Mary*. 2. The shoes of the *children*. 3. The house of *Mr. Jacob*. 4. The playthings of the *baby*. 5. The carriage of the *general*. 6. The lapdog of the *lady*. 7. The tail of the *sheep*. 8. The tails of the *sheep* (several). 9. The hoofs of the *oxen*.

c.

Write the following possessive singulars in the *plural* form.

1. The horse's teeth. 2. The deer's horns. 3. The child's playthings. 4. The hero's harp; the lover's lute. 5. A woman's dress. 6. The soldier's gun. 7. Our teacher's greatest desire. 8. A prince's favor. 9. The sparrow's nest. 10. The gentleman's umbrella.

XVII.—POSSESSIVE MODIFIERS: Analysis.

Analyze according to the model the following sentences.

MODEL: "Our country's history is full of interest."

This is a simple sentence: "history" is the simple subject; it is

modified by "our," and by "country's," a noun in the possessive case. "Is full of interest" is the predicate.

1. The spider's web is a wonderful piece of work.
2. The minstrel's task is done.
3. The boy's bravery was rewarded.
4. Ladies' shoes are sold here.
5. The wolf's long howl was heard.
6. Birds' nests attract boys.
7. Longfellow's *Evangeline* is a beautiful poem.

XVIII.—POSSESSIVE MODIFIERS: Synthesis.

Unite each group of statements into a single sentence, using possessive modifiers of the subject.

MODEL:

The army melted away in Russia.
It was the army *of Napoleon.*
It was a *mighty* army.
} =Napoleon's mighty army melted away in Russia.

1. The doll was stolen.
   It was the doll *of the girl.*
   It was a *pretty* doll.
   It was a *wax* doll.

2. Deeds are not forgotten.
   The deeds *of men* are spoken of.
   The *good* deeds of men are spoken of.

3. Courage freed Switzerland.
   It was the courage *of William Tell.*
   It was his *patriotic* courage.

4. A footprint in the sand startled Robinson Crusoe.
   It was the footprint *of a man.*

5. A web is a wonderful object.
   The web *of a spider* is spoken of.

6. The roar was heard in the night.
   It was the roar *of the billow.*
   It was a *deep* roar.
   It was a *hoarse* roar.

XIX.—SUBJECT MODIFIED: By a Noun in Apposition.

William, the young *blacksmith*, shoes horses.

Analysis.—What is the simple subject of this sentence? What use has the word "blacksmith?" The word "blacksmith" explains *which* "William" is meant.

Explanation.—When a noun denoting the same person or thing as another noun is placed beside it to explain its meaning, the explanatory noun is said to be *in apposition* with the word which it explains.

DEFINITION.—**A noun in apposition is a noun joined to another noun to explain it.**

THIRD MODIFIER. — **The subject may be modified by a noun in apposition.**

EXERCISE 16.

Select the nouns in apposition, and mention with what word each is in apposition.

MODEL: The noun "father" is in apposition with the noun "Washington."

1. Washington, the father of his country, was our first president.
2. The statesman Jefferson* wrote the Declaration of Independence.

---

* The noun *in apposition* generally follows the noun with which it is in apposition (called the *principal term*). But sometimes, as in this instance, the appositive comes first. To determine the principal term, inquire "What is the *name of the principal object* (person or thing) spoken of?"

3. Milton, the illustrious English poet, was blind.
4. Next came Thomas, the boy who carries the mail.
5. That faithful animal, the horse, is often abused.
6. The Somerset, a phantom ship, was swinging at her moorings.

XX.—APPOSITIVE MODIFIERS: Analysis.

Analyze according to the model the following sentences.

MODEL: Howard, the distinguished philanthropist, was beloved by all.

This is a simple sentence. The simple subject is "Howard;" it is modified by "philanthropist," a noun in apposition; "philanthropist" is modified by the adjectives "the" and "distinguished." The predicate is "was beloved by all."

1. James Watt, the inventor of the steam-engine, was born in Scotland.
2. Socrates, the Greek philosopher, was poisoned.
3. Peter the Hermit preached the first Crusade.
4. Night, sable goddess, stretches her sceptre.
5. David, the psalmist, was king of Israel.
6. That faithful animal, the dog, watches our houses.

XXI.—APPOSITIVE MODIFIERS: Synthesis.

I. A noun in apposition may itself be modified by other words. Thus—

Warren, the gallant young hero, fell at Bunker Hill.

The noun "hero" is in apposition with "Warren;" at the same time the appositive noun is modified by the adjectives "the," "gallant," and "young." The whole appositive expression—"the-gallant-young hero"—is set off by commas from the other parts of the sentence.

II. PUNCTUATION.—Nouns in apposition, especially when modified by other words, are set off from the other parts of the sentence by the comma.

NOTE.—The two nouns are not separated by the comma if both words have become so closely connected as to form really one name: as, "Paul *the Apostle*," "Peter *the Hermit*."

III. **Sentence-building.**—The sentence—

Warren, the gallant young hero, fell at Bunker Hill—

may be separated into several distinct statements: thus—

1. Warren fell at Bunker Hill.
2. He was a *hero*.
3. He was a *young* hero.
4. He was a *gallant* hero.

By the reverse process, the following statements may be combined into one sentence.

Columbus was persecuted.
Columbus was a *navigator*.
He was an *Italian*.
He was *great*.
} =Columbus, a great Italian navigator, was persecuted.

EXERCISE 17.

a.

Unite each group of statements into a simple sentence, as in the model.

1. Sago is excellent for sick people and young children.
   It is a *food*.
   It is a *cheap* food.
   It is a *nourishing* food.

2. Bryant wrote "Thanatopsis."
   He is a *poet*.
   He is an *American* poet.
   He is an illustrious poet.

3. Benjamin Franklin learned his trade.
He was a *philosopher.*
He was a *distinguished* philosopher.
He learned his trade in the office of his brother.
His brother was a *printer* in Boston.

4. David slew Goliath.
David was the *son of Jesse.*
Goliath was a *Philistine.*

5. William the Conqueror defeated Harold.
Harold was the *Saxon king.*

6. The whale is found in the Arctic and Antarctic seas.
It is the *largest* [*mammal*] *of mammals.*

7. Coral is highly prized for ornaments.
It is a *secretion* from the body of an animal.
This animal is *called a polyp.*

b.

Copy the following piece, drawing a line under each noun which is *in apposition.*

THE BATTLE OF HASTINGS.

The English, keeping side by side in a great mass, cared no more for the shower of Norman arrows than if they had been showers of Norman rain. When the Norman horsemen rode against them, with their battle-axes they cut men and horses down. The Normans gave way. The English pressed forward. Duke William, the Norman commander, pretended to retreat. The eager English followed. Duke William's army turned again, and fell upon the English with great slaughter. The sun rose high, and sank, and the battle still raged. Through all the wild October day the clash and din resounded in the air. In the red sunset, and in the white moonlight, heaps upon heaps of dead men lay strewn all over the ground. Harold, the Saxon king, wounded in the eye by an arrow, was nearly blind. His brothers were already killed. At length Harold, the king, received a mortal wound and dropped. The English broke and fled. The Normans rallied, and the day was lost.—Dickens's *Child's History of England.*

XXII.—SUBJECT MODIFIED: By a Phrase.

1. A thing *of beauty* is a joy forever.
2. Like a glow-worm golden
   In a dell *of dew.*

Analysis. — The expression "of beauty" is used to modify "thing." We might express the same idea by using the adjective *beautiful:* "a beautiful thing."

The expression "of dew" is used to modify the meaning of the word "dell," and "dell of dew" signifies the same thing as *dewy* dell.

Explanation.—In each of these cases we have a noun which is joined (or *related*) by a preposition to another word. An expression of this kind is called a *phrase.* It forms a part, or *element,* of a sentence, just as if it were a single word.

DEFINITION I.—**A phrase is a combination of related words forming an element of a sentence.**

DEFINITION II. — **A phrase which modifies the subject (or any noun) is called an adjective phrase.**

FOURTH MODIFIER.—**The subject may be modified by an adjective phrase.**

NOTE.—Many phrases consist of a preposition and a noun. Such phrases may frequently be changed into single words: thus—

The man *in armor*	= the *armored* man (adj.).
Our cottage *by the sea-side*	= our *sea-side* cottage (adj.).
A man *of note*	= a *noted* man (adj.).
A woman *of distinction*	= a *distinguished* woman (adj.).
A hat with three corners	= a *three-cornered* hat (adj.).

EXERCISE 18.

a.

Change the *italicized words* into *phrases.*

1. It is pleasant to lie on a *flowery* bed.
2. The army advanced *hastily.*
3. Jenny Lind sang *sweetly.*
4. *Sensible* men sometimes differ in opinion.
5. The professor delivered an *historical* lecture.
6. There were no railroads *then.*

b.

Change the *italicized phrases* into single *words.*

1. A man *of courage* does not fear death.
2. We sailed on the river by *the light of the moon.*
3. The bear sprang *in haste* from his bed *of grass.*
4. Learning is the eye *of the mind.*
5. A settler *from Australia* returned last week.
6. People *at this time* live better than they ever did before.
7. The old bucket *of oak* hangs in the well.

XXIII.—PHRASE MODIFIERS: Analysis.

Analyze the following sentences:

MODEL: "The house on the hill is burnt."

This is a simple sentence: "house" is the simple subject; it is modified by "the," an adjective, and by "on the hill," an adjective phrase. "Is burnt" is the predicate.

EXERCISE 19.

1. The wings of the eagle are very strong.
2. The study of history is useful.
3. Roads in the country are often muddy.

4. Grapes from California are much esteemed.
5. The man with the white coat has gone.
6. The light of the sun nourishes plants.
7. The bird in the bush sang sweetly.

XXIV.—PREDICATE MODIFIED: By an Adverb.

1. Alice plays *nicely.*
2. Thomas walks *here.*
3. We will come *soon.*

Analysis.—The word "nicely" modifies the meaning of the verb "plays," by expressing *how* Alice plays. The word "here" modifies the meaning of the verb "walks," by expressing *where* Thomas walks; the word "soon" modifies the meaning of the verb "will come," by expressing *when* we will come.

Explanation.—It is often necessary to modify the meaning of the verb in the predicate by a word expressing *how*, *when*, or *where*. For this purpose we use the class of words called *adverbs*. (See definition of the adverb, page 9.) The words "nicely," "hastily," and "soon" are adverbs.

FIRST MODIFIER.—**The predicate verb may be modified by an adverb.**

EXERCISE 20.

a.

Analyze the following sentences.*

MODEL: "Charles was here yesterday." This is a simple sentence:

---

* At this stage of progress the analysis is to include the subject and its *modifiers, and the* predicate verb with its adverbial modifiers.

"Charles" is the subject; "was here yesterday" is the predicate; the predicate verb "was" is modified by the adverbs "here" and "yesterday."

1. Charles was here yesterday.
2. The wind blew terribly.
3. We must win now.
4. The girls laughed heartily.
5. She seldom sees her brother.
6. Oft have I heard of Lucy Gray.
7. Slowly and sadly we laid him down.

b.

Modify each predicate verb by an adverb.

MODEL: "Our fields produce *abundantly*."

1. Our fields produce .....
2. Foxes run .....
3. Your friend died .....
4. The exercise is ..... written.
5. Young people should rise .....
6. We shall rest .....
7. The cricket chirps .....
8. The old soldier lies .....
9. It is very hot .....
10. The tables ..... turned.
11. Homer's Iliad has been ..... read.
12. Were you ..... at Niagara?

XXV.—PREDICATE MODIFIED: Adverbial Phrase.

1. A great man lives *here*.
2. A great man lives *in this place*.

Analysis.—The word "here" is an adverb, and modifies the predicate verb "lives." The expression "in this place" is a phrase, and

has the same meaning as "here:" it modifies "lives," and hence is called an *adverbial phrase.*

DEFINITION.—**An adverbial phrase is a phrase which modifies a verb.***

SECOND MODIFIER.—**The predicate verb may be modified by an adverbial phrase.**

NOTE.—An adverbial phrase is generally introduced by a preposition: as, "*in* the street," "through the woods." But in some phrases the preposition is not expressed: as, "The war lasted *ten years*" (=*during* ten years); "we walked *thirty miles*" (=*a distance of* thirty miles). Every such expression, when it has the meaning of an adverb, is an adverbial phrase.

EXERCISE 21.

a.

Change the *italicized adverbs* into adverbial *phrases.*

MODEL: "The army advanced *rapidly*"=The army advanced *with rapidity.*

1. The army advanced *rapidly.*
2. The lady spoke *calmly.*
3. Cæsar returned *triumphantly.*
4. Kate sings *sweetly.*
5. The child followed the good man *cheerfully.*
6. An old elm grew here *formerly.*
7. That man expresses himself *correctly.*
8. Take her up *tenderly.*
9. *Sorrowfully* our parents see our faults.
10. *Joyfully* we greet the opening flowers of spring.

☞ In the foregoing sentences state what verb each phrase modifies.

---

* It will hereafter be seen that an adverbial phrase may also modify an *adjective or another adverb.*

b.

Make sentences with the following *adverbial phrases.*

MODEL: "In his stall."—The horse stands in his stall.

In his stall; on the table; to the church; into the store; till to-morrow; among the corn; before the glass; across the bridge; over the river; all the day; from every opening flower; after the storm; to his long home; near the fire; since yesterday; above the water; under a spreading chestnut-tree.

c.

In the following sentences modify the predicate verbs by supplying adverbial phrases expressing *time.*

MODEL: "The meeting begins ....."—The meeting begins *at seven o'clock.*

1. The meeting begins .....
2. I shall go to school .....
3. America was discovered .....
4. The stars shine .....
5. The battle lasted .....
6. Congress meets .....
7. We have a holiday .....

d.

In the following sentences modify the predicate verbs by supplying adverbial phrases expressing *place.*

MODEL: "I planted the flowers ....."—I planted the flowers *in the garden.*

1. I planted the flowers .....
2. Henry is studying .....
3. Napoleon died .....
4. Tea is brought .....
5. Columbus sailed .....
6. Cotton is grown .....
7. My grandfather resides .....

6.

In the following sentences modify the predicate verbs by supplying adverbial phrases expressing *manner*, *cause*, or *by whom* or *what*.

MODEL: "She sings ....."—She sings *like a nightingale*.
"Printing was invented ....."—Printing was invented *by Gutenberg*.

1. She sings .....
2. Printing was invented .....
3. The water rushed .....
4. Goliath was killed .....
5. He made his fortune .....
6. That mountain is ..... high.
7. The steamboat was invented .....
8. The lady fainted .....

XXVI.—PREDICATE MODIFIED: Analysis.

Analyze the following sentences:

MODEL: "Many a time, on holidays, we rambled through the woods."

This is a simple sentence: "we" is the subject; "rambled" is the predicate verb: the predicate verb is modified by the adverbial phrases "many a time," "on holidays," and "through the woods."

EXERCISE 22.

1. Many a time, on holidays, we rambled through the woods.
2. There he lived in days of yore.
3. The sun rises in the east and sets in the west.
4. The lad leaped from the boat into the river.
5. The Greeks took Troy by stratagem.
6. The moon was reflected in the lake.
7. Columbus sailed from Palos in 1492.
8. The village smithy stands under a spreading chestnut-tree.
9. We came on the trail of the Indians in the evening.
10. *She perished* 'mid Italian flowers.

XXVII.—PREDICATE MODIFIED: Synthesis.

I. **Punctuation.**—The following rules of punctuation apply to adverbs and adverbial phrases:

RULE I.—**Two or more adverbs or adverbial phrases in a series are separated by commas:** as—

1. *Slowly, sadly* we laid him down.
2. He reads *rapidly, fluently,* and *correctly.*
3. He goes *from grave to gay, from lively to severe.*
4. I went from New York, through Liverpool, to Bombay, by way of Suez.

NOTE.—*Two* adverbs or adverbial phrases joined by a conjunction are not separated by commas: as, "*Slowly and sadly* we laid him down."

RULE II.—**An adverbial phrase at the beginning of a sentence, or otherwise out of its natural order, is generally set off by the comma:** as—

1. Over the great plains, the buffalo still roams.
2. Columbus, in 1493, returned from his voyage to the West Indies.

NOTE.—In what is called the "*natural* order" of a sentence the subject comes first, the predicate verb next, and then follow all the adverbial modifiers. But this is by no means the most pleasing order. Good writers, when they employ two or more adverbial phrases in the same sentence, distribute them in such a way as to make an agreeable, harmonious whole. It is when phrases are thus out of their *natural* order, and in their *literary* order, that the rule for the comma applies.

II. **Sentence-building.**—In the following exercise several separate statements, each containing a phrase, are to be combined into a single simple sentence: thus—

Separate Statements... { Columbus returned from his voyage. / He returned from his voyage to the West Indies. / He returned in 1493.

Combined.—Columbus returned from his voyage to the West Indies in 1493.

In this sentence there are three phrases—(1) "from his voyage,"

(2) "to the West Indies," (3) "in 1493"—and they are all brought together in the predicate. The sentence would be more agreeable if arranged thus—

In 1493, Columbus returned from his voyage to the West Indies;

or,

Columbus, in 1493, returned from his voyage to the West Indies.

DIRECTION.—**Several phrases used in the same sentence should be distributed in such a way as to make the sentence most agreeable to the ear.**

EXERCISE 23.

Combine as in the model:

1. The teacher of our academy gave prizes.
   He gave them *on exhibition-day.*
   He gave them *for scholarship.*

2. Napoleon invaded Russia.
   He invaded it *in the winter of* 1812.
   He invaded it *with a great army.*

3. Gold was discovered.
   It was discovered *in California.*
   It was discovered *in the year 1849.*

4. Close at hand runs the highway.
   It runs *to the little railroad depot.*
   The depot is *in the valley.*

5. The first Congress met.
   It met *at Philadelphia.*
   It met *in the year 1774.*

6. The battle began.
   It began *the next morning.*
   It began *at daybreak.*
   It began in terrible earnest.

7. Columbus landed.
   He landed *early next morning.*
   He landed *from his vessel.*

8. The swallows built their nests.
   This was *in the spring-time.*
   They built them *under the eaves of the barn.*
   The nests were built *in a long row.*

XXVIII.—PREDICATE WITH OBJECT.

1. Carpenters build *houses.*
2. The hunter shot a *bear.*
3. I teach *him* and he teaches *me.*

Analysis.—The noun "houses" denotes *what* carpenters build; the noun "bear" names *what* the hunter shot. The pronoun "him" denotes *whom* I teach, and the pronoun "me" denotes *whom* he teaches.

Explanation.—In such sentences as "Birds fly," "Fishes swim," the verbs "fly" and "swim," when used with a subject, as "birds," "fishes," express a complete meaning—they make complete statements. But when we say—

Columbus discovered .....
Watt invented .....

no complete statement is made. We wait to be told of some thing or object which Columbus discovered or Watt invented.

A word that is used to complete the meaning of a verb denoting action is called the *object* of the verb. In the examples at the beginning of this lesson, "houses" is the object of "build;" "bear" is the object of "shot;" "him" is the object of "teach," and "me" is the object of "teaches."

A verb that requires an object in order to make a complete statement is called a *transitive verb.*

DEFINITION I.—**A transitive verb is one that denotes an action terminating on some object.**

DEFINITION II.—**The object of a transitive verb is the word or words used to complete the statement made by the verb.**

EXERCISE 24.

a.

Supply objects after the following transitive verbs.

1. Indians hunt .....
2. The doctor cures .....
3. Whitney invented .....
4. The frost kills .....
5. Rain refreshes .....
6. William Cullen Bryant wrote .....

b.

Make sentences by supplying a *verb* after each subject, and then selecting from the list a suitable *object*.

MODEL: "The musician ....."—The musician plays the violin.

Subjects.		Objects.	
The musician.	A baby.	recitation.	corn.
The carpenter.	A robin.	rattle.	violin.
The doctor.	A horse.	nest.	play.
The teacher.	A boy.	patients.	houses.

c.

1. Write a sentence telling what you *saw* at the museum.
2. Write a sentence telling several things that the carpenter *makes*.
3. Write a sentence telling three things that your state *produces*.
4. Write a sentence naming four things that you *study*.
5. Write a sentence specifying several objects that the hardware merchant *sells*.
6. Write a sentence naming several books that you have *read*.

☞ *Underline* all the *objects*.

XXIX.—PREDICATE WITH OBJECT: Analysis.

Analyze the following sentences:

MODEL: "The hunter shot a bear."

This is a simple sentence: "the hunter" is the subject; "shot a bear" is the predicate; "shot" is the predicate verb, and "bear" is the object.

1. Carpenters build houses.
2. The Egyptians embalmed bodies.
3. The minister preached a sermon.
4. Music soothes the mind.
5. James has written a letter.
6. Fools despise knowledge.
7. Physicians prescribe medicines.
8. Patriots love their country.
9. Education improves the mind.
10. Teachers hear recitations.

XXX.—PREDICATE WITH OBJECT: Synthesis.

I. **Punctuation.**—RULE. Three or more objects of the same verb (or two if not connected by a conjunction) are separated by commas: as—

1. Our state produces wheat, corn, potatoes, and fruit.
2. Our state produces peaches and pears.

II. **Sentence-building.**—Several statements in which the same verb is used, but with different objects, may be combined into a single sentence by using the verb only once: thus—

Milton wrote *Paradise Lost.*
Milton wrote *Paradise Regained.*
Milton wrote several other poems.

} =Milton wrote *Paradise Lost*, *Paradise Regained*, and several other poems.

EXERCISE 25.

Combine the statements into single sentences, as in the model.

1. We caught a pickerel.
   We caught *three trout.*
   We caught *four blue-fish.*
2. Railroads transport persons.
   Railroads transport *cattle.*
   Railroads transport *goods.*
3. Mary studies geography.
   Mary studies *history.*
   Mary studies *botany.*
   Mary studies *drawing.*
4. Alfred has a dog.
   Alfred has *two rabbits.*
   Alfred has *six pigeons.*
   Alfred has *several other pets.*
5. In a druggist's store you may find rhubarb.
   In a druggist's store you may find *calomel.*
   In a druggist's store you may find *senna.*
   In a druggist's store you may find *ipecacuanha.*
   In a druggist's store you may find *various other drugs.*
6. Dickens wrote *The Pickwick Papers.*
   Dickens wrote *Oliver Twist.*
   Dickens wrote *Dombey and Son.*
   Dickens wrote *A Tale of Two Cities.*
   Dickens wrote *many other novels.*

XXXI.—PREDICATE ADJECTIVE AND NOMINATIVE.

1. Gold is *yellow.* Gold is a *metal.*
2. Alfred was *king.* Jefferson was a *statesman.*
3. The boy becomes a *man.*

Analysis.—Do the words "Gold is . . . ." make a complete statement? They do not. We must supply some word, as "yellow," or

"metal," telling *what* gold is. In like manner the words "Alfred was....," "Jefferson was....," and "The boy becomes....," make no statement until we have completed the predicate by using words to denote *what* Alfred and Jefferson *were*, and *what* the boy *becomes*.

Explanation.—The verbs "is," "was," and "becomes" are not transitive verbs, because they do not express action; hence the words used with these verbs to complete the statement are not called *objects*.

An adjective used to complete the sense of a verb not expressing action is called a *predicate adjective*, and a noun used in the same way is called a *predicate nominative*.

DEFINITION I.—**A predicate adjective is an adjective used to complete the sense of a predicate verb.**

DEFINITION II.—**A predicate nominative is a noun (or pronoun) used to complete the sense of a predicate verb.**

NOTE.—There are not many verbs of the kind spoken of in this lesson. The one most used is the verb *to be*, which has various forms —*is*, *am*, *are*, *was*, *were*, *have been*, etc. Other verbs of this class are:

become.....as, "Mary became *queen*."
feel.....as, "Velvet feels *smooth*."
look.....as, "The baby looks *happy*."
seem.....as, "Success seems *secure*."
smell.....as, "The rose smells *fragrant*."
taste.....as, "Vinegar tastes *sour*."

EXERCISE 26.

a.

Select the *predicate adjectives* and the *predicate nominatives*.

1. That mountain is high.
2. Contented persons are happy.
3. Oxygen is a gas.
4. You have been sick.

5. London is a city.
6. David became king.
7. Molasses is a liquid.
8. The syrup tastes sweet.
9. The boy seemed dull.
10. The boy was dull.
11. The boy was a dunce.
12. Emily felt proud.

b.

Fill out the blanks first by an adjective complement, then by a noun complement. When done, unite the two statements into one sentence.

MODEL: "Iron is ....."

Iron is *hard.*	[Adjective.]
Iron is a *metal.*	[Nominative.]
Iron is a *hard metal.*	[Sentences united.]

1. Iron is .....
2. Sugar is .....
3. Paul Jones was .....
4. Clarissa will be .....
5. The sky is .....
6. The moon is .....
7. Diamonds are .....
8. James has been .....
9. This church is .....
10. Franklin was .....

XXXII.—PREDICATE WITH COMPLEMENT: Analysis.

Analyze the following sentences:

MODEL—1. "All men are mortal."

This is a simple sentence: "all men" is the subject, "are mortal" is the predicate; "are" is the predicate verb, and "mortal" is the predicate adjective.

2. "Frogs are animals."

This is a simple sentence: "frogs" is the subject," "are animals" is the predicate; "are" is the predicate verb, and "animals" is the predicate nominative.

1. Raphael was an artist.
2. The eye is the organ of sight.
3. The Romans were warlike.
4. We are wrong.

5. The whale is a mammal.
6. The stars are distant.
7. Temperance is a virtue.
8. Tadpoles become frogs.
9. A chrysalis becomes a butterfly.
10. The children seem happy.
11. This plum tastes acrid.
12. An owl looks wise.
13. A church is an edifice.

SUMMARY.

I. **A sentence** is a combination of words expressing a complete thought.

II. The **subject** represents that of which something is stated.

III. The **predicate** tells what is stated of the subject.

IV. A **simple sentence** is one that contains but one subject and one predicate.

V. An **adjunct**, or **modifier**, is a word or words added to another word to modify its meaning.

VI. The simple subject may be modified by—

1. An adjective: as, "*Bright* stars twinkle."
2. A possessive noun: as, "The *boy's* bravery was rewarded."
3. A noun in apposition: as, "Milton, the *poet*, was blind."
4. An adjective phrase: as, "The study *of history* is useful."

VII. The predicate verb may be modified by—

1. An adverb: as, "The fire burns *brightly*."
2. An adverbial phrase: as, "Columbus sailed *from Palos*."

VIII. A verb that does not express a complete statement may be completed by—

1. An object: as, "Columbus discovered *America*."
2. A predicate adjective: as, "Gold is *yellow*."
3. A predicate nominative: as, "Gold is a *metal*."

REVIEW EXERCISE.

a.

Combine each of the following sets of statements into a well-constructed simple sentence. Give the simple subject and predicate, and mention the modifiers of each.

1. We skated.
   It was in the winter evenings.
   The evenings were cold.
   They were frosty.
   It was on the mill-pond.
   The mill-pond was near our father's house.

2. A boy threatened to eat me.
   It was during my first day at school.
   He was a big boy.
   He had a wide mouth.
   He had large teeth.

3. The school-house stood on a hill.
   The school-house was old.
   It was red-colored.
   It was shabby.
   The hill was bleak.
   It was cold.
   It was destitute of trees.

4. An Italian mariner made his appearance.
   This was in the last quarter of the 15th century.
   He was a citizen of Genoa.
   He made his appearance at various European courts.

5. A cook made his appearance.
   He was fat.
   He was French.
   He appeared on deck.
   It was soon after breakfast.

6. The beaver constructs [something].
   It is his house that he constructs.
   He constructs it with great skill.
   He constructs it before winter.

7. Leonidas died.
   He was a king.
   He was king of Sparta.
   He died like a hero.
   He died at Thermopylæ.
   Thermopylæ is in Greece.

8. The boy wrote.
   He was a good boy.
   He wrote a letter.
   He wrote to his father.
   He wrote from school.
   He wrote on his birthday.
   It was a long letter.
   He wrote it early in the morning.
   He wrote it before breakfast.

9. James Watt died in 1819.
   He was the great improver of the steam-engine.
   He died at Heathfield.
   He died at the age of eighty-four.

10. Washington gained a victory.
    He was commander-in-chief of the American army.
    The victory was decisive.
    It was gained over the British.
    The battle was fought at Trenton.
    Trenton is in the State of New Jersey.
    This took place in 1776.

b.

1. Write a simple sentence, with the subject modified by two adjectives.
2. Write a simple sentence, with the subject modified by a possessive noun and an adjective.

3. Write a simple sentence, with the subject modified by a noun in apposition.
4. Write a simple sentence, with the subject modified by two adjectives and one adjective phrase.
5. Write a simple sentence, with the subject modified by a possessive noun, an adjective, and a phrase.
6. Write a simple sentence, with the predicate verb modified by three adverbs.
7. Write a simple sentence, with the predicate verb modified by two adverbial phrases.
8. Write a simple sentence, with the subject modified by an adjective phrase, and the predicate verb by an adverbial phrase.
9. Write a simple sentence, with the predicate verb completed by an object.
10. Write a simple sentence, with the predicate verb completed by a predicate adjective, and another by a predicate nominative.

COMPOSITION EXERCISES.

a.

Write an *abstract from memory* after reading the following piece:

ANECDOTE OF DANIEL WEBSTER.

When Daniel entered Phillips Academy at Exeter, N. H., he was an awkward country boy, and was placed at the foot of the lowest class. The higher-class boys were inclined to make fun of the diffident lad, clad in homespun; but Daniel, taking little notice of this treatment, applied himself to study, and soon rose to the head of his class. One day the teacher said aloud in school, "Daniel Webster, take your books and stand up, sir!" Daniel obeyed, and the kind old man continued: "Leave the room, and go into a higher class. Boys, say good-by to him, for you will never overtake him." They never did overtake him. He went through college, became a distinguished lawyer and orator, a United States senator, and the great expounder of the American Constitution.

b.

Write a composition on "Squirrels," paying attention to the following points:

1. What kinds of squirrels.
2. Where they live.
3. How they live.
4. What they eat.
5. How caught or killed.
6. An anecdote, or an account of a squirrel-hunt.

c.

Write from memory any of the following stories:

1. Little Red Riding-hood.
2. Cinderella.
3. Robinson Crusoe and his goats.

d.

Write short compositions on any of the following subjects.

METALS AND MINERALS.

OUTLINE: Where found; how mined or quarried; qualities; uses.

1. Iron.	4. Copper.	7. Marble.
2. Gold.	5. Lead.	8. Coal.
3. Silver.	6. Quicksilver.	9. Granite.

TREES.

OUTLINE: Where found; size; height; foliage; varieties; qualities; uses.

1. The maple.	4. The birch.	7. The pine.
2. The elm.	5. The chestnut.	8. The hickory.
3. The beech.	6. The oak.	9. The apple.

MANUFACTURED ARTICLES.

Write short descriptions of the process of making such of the following articles as are manufactured in or near the place where you reside:

1. Shoes.	3. Brick.	5. Cotton cloth.
2. Boots.	4. Horseshoes.	6. Woollens.

SECTION III.

SUBDIVISION OF THE PARTS OF SPEECH.

XXXIII.—THE NOUN: Proper.

Select from the following examples all the nouns that are the names of *particular persons, places,* or *things.*

MODEL: "Walter visited New York, and saw the Central Park and the Hudson River."

"Walter" is the name of a particular person; "New York" is the name of a particular place; "Central Park" is the name of a particular object; "Hudson River" is the name of a particular river.

Examples.—1. Thomas lent his knife to John. 2. Mary gave Emma a rose. 3. Socrates died like a philosopher. 4. Watt and Fulton were inventors. 5. New Orleans is in Louisiana. 6. Texas is the largest state. 7. China is the most populous country in the world. 8. Jerusalem, my happy home! 9. Carlo is a good dog. 10. The Rhine is not so large a river as the Mississippi. 11. The Alps are the highest mountains in Europe. 12. We shall have a holiday on Thursday because it is the Fourth of July.

Explanation.—The name of a particular person, place, or thing is an *individual* or *special* name. It does not belong to the person, place, or thing by *nature,* but is *given* to the person, place, or thing to distinguish that one from others of the same kind.

In grammar such names are called *proper nouns.*

DEFINITION.—**A proper noun is a special or individual name.**

Capitals.—RULE: A proper noun should always begin with a capital letter.

NOTE.—A name made up of two or more words is to be taken as one proper noun: thus, New Orleans, Fourth of July, John Quincy Adams, Rocky Mountains, Peter the Great, Washington County, etc.

XXXIV.—THE NOUN: Common.

Select from the following examples all the nouns which are the *names of all objects of the same class or kind.*

MODEL: "The cat is a domestic animal."

"Cat" is a name denoting every individual of the cat-*kind;* "animal" is a name applied to all living creatures.

Examples.—1. The bud shoots forth. 2. The oak is one of the largest trees in the forest. 3. Ships spread their sails. 4. Cows eat grass and give us milk. 5. Birds build nests. 6. The door of the schoolroom was open. 7. A lady stood before the window. 8. The clouds are drifting across the sky. 9. Who threw this stone over the wall? 10. The water in the old well is clear. 11. Great changes have taken place. 12. Sail on, proud ship!

Explanation.—Many names are not individual or special names, but names of every one of a class or kind. Thus *boy* is not a name denoting only a particular one: it belongs to all boys *in common*, and is a general name, or class name, which denotes every individual belonging to the boy-kind.

Such names are called *common nouns.*

DEFINITION.—**A common noun is a general or class name.**

NOTE.—A **collective** noun is a noun denoting a collection of individuals considered as forming one whole or body: thus, *army*, *fleet*, *jury*, *committee*, etc.

XXXV.—THE NOUN: Abstract.

Select from the following examples all the nouns which are the names of *qualities* or *actions*.

MODEL: "Wisdom is to be sought for; Running is good exercise."

"Wisdom" is the name of a quality; "running" is the name of an action.

Examples.—1. The whiteness of this paper is remarkable. 2. Washington's goodness was known by all. 3. His firmness, sagacity, and prudence saved the country. 4. Writing is useful. 5. Her beauty made me glad. 6. Walking is healthful. 7. Always speak the truth. 8. We should observe moderation in all things. 9. Alas! for the rarity of Christian charity! 10. Bathing, diving, swimming, riding, dancing, singing, are names of actions.

Explanation.—Some nouns are the names, not of things, but of *qualities* belonging to a number of things. These qualities we cannot perceive by the senses, but we can think of them and speak about them. Thus many things are *sweet*, and, thinking about this quality apart from the things themselves, we name it *sweetness*.

These names of qualities are called *abstract nouns*, because we consider the quality apart from the things themselves.

Names of actions are a kind of abstract noun.

DEFINITION.—**An abstract noun is the name of some quality or action.**

NOTE.—Most abstract nouns of quality are formed from adjectives: thus—

ADJECTIVES.	ABSTRACT NOUNS.
good	goodness
pure	purity
temperate	temperance
just	justice
splendid	splendor
deep	depth

XXXVI.—REVIEW OF NOUNS.

There are three subdivisions of nouns:

I. PROPER. II. COMMON. III. ABSTRACT.

I. A **proper** noun is a *special* or *individual* name.
II. A **common** noun is a *general* or class name.
III. An **abstract** noun is the name of some *quality* or *action*.

EXERCISE 27.

a.

In the following sentences tell the *class* to which each *noun* belongs.

MODEL: "Napoleon praised the bravery of his soldiers."

Napoleon....is a proper noun, because it is a special or individual name.
bravery.....is an abstract noun, because it is the name of a quality.
soldiers.....is a common noun, because it is a class name.

1. Napoleon praised the bravery of his soldiers.
2. Our teacher commended the neatness of our writing.
3. Balboa discovered the Pacific Ocean.
4. Amsterdam, like Stockholm and Venice, is built on wooden piles driven to a great depth into the ground.
5. My pony is named Peggy.
6. The White Mountains are visited by many tourists.
7. Do you swear to tell the truth, the whole truth, and nothing but the truth?
8. Alas! poor Yorick! I knew him, Horatio.
9. A photograph is a picture made by the light of the sun.
10. Alexander had a horse named Bucephalus.
11. Many rivers west of the Rocky Mountains flow into the Pacific Ocean.
12. Greece, though a famous country, is only about one half the size of New York State.
13. Hippopotamuses, rhinoceroses, and gnus are found in Africa.

14. Scaling mountain-peaks is a favorite summer amusement.
15. Warren was noted for the sweetness of his disposition.
16. Knowledge is power, and the pen is mightier than the sword.

17. From my study I see in the lamplight,
Descending the broad hall-stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

Do you think, O blue-eyed banditti,
Because you have scaled the wall,
Such an old moustache as I am
Is not a match for you all?

b.

Rule slates or paper, and write the *nouns* in the previous exercise according to this model:

PROPER.	COMMON.	ABSTRACT.
Napoleon	soldiers teacher	bravery neatness writing

XXXVII.—THE NOUN: Constructive Exercises.

a.

Use a common noun (with *a* or *an*) as predicate nominative.

MODEL: "Columbus was *a discoverer*."

1. Columbus was .....
2. Shakspeare was .....
3. Robert Fulton was .....
4. Florence Nightingale was .....
5. Daniel Webster was .....
6. Julius Cæsar was .....
7. Dickens was .....
8. Mrs. Hemans was .....

b.

Write a sentence upon each of the following subjects by stating from what country each of the articles named is obtained.

☞ Draw one line under each common noun and two lines under each proper noun.

1. Tea.	4. Gutta-percha.	7. Raisins.	10. Bananas.
2. Coffee.	5. Ostrich plumes.	8. Dates.	11. Indigo.
3. Ivory.	6. Olive-oil.	9. Wine.	12. Pineapples.

c.

Write, in the form of a letter addressed to your teacher, a short account of yourself by answering the following questions:

Where do you reside? [Name of city (or town), county, and state.]
What is your name? [Giving real name.] What is your age?

MODEL.

Chicago, May 1st, 1877.

Dear Miss Cheerybie:

I reside in Chicago, Cook County, Illinois. My name is Emily Faithful, and I am ten years of age.

Yours truly,
Emily Faithful.

XXXVIII.—THE PRONOUN: Personal.

Select from the following examples all the words that are used *for the name of the person speaking or spoken to, or that stand for nouns.*

MODEL: 1. "I am glad that you have come." 2. "Frank likes his dog and it likes him."

The word "I" is used for the name of the *person speaking;* the word "you" is used for the name of the *person spoken to;* the word "it" stands for the *noun* "dog;" the word "him" stands for the *noun* "Frank."

Examples.—1. I come to bury Cæsar, not to praise him. 2. I hope, madam, you find yourself better this morning. 3. John spoke to Ann: he says she will come when she has found the book he wants. 4. The boy saw the mouse as it ran across the floor. 5. Have you had your breakfast? 6. The children are coming home from school, and they look in at the open door. 7. I help you, but you do not help me. 8. Charles went to Paris with his mother, and he came back without her. 9. The mountain was higher than we thought it to be.

10. I come to speak to you of what he wish'd—
Enoch, your husband: I have ever said
You chose the best among us—a strong man;
For where he fixed his heart he set his hand
To do the thing he willed, and bore it through.

Explanation.—The pronoun used by a speaker to denote *himself* is called, in grammar, the pronoun of the *first person.* It is used because it would be very awkward for one to speak his own name every time he had to make a statement about himself.

The pronoun which we use for the name of the person we are addressing is called the pronoun of the *second person.* It is used because it would be very tedious to call persons by their proper name every time we address them. Besides, it often happens that we do not know the name of the person to whom we are speaking.

Three pronouns—*he, she,* and *it*—are used instead of nouns which we have already used: by so doing we avoid the unpleasant effect of repeating the same word. These are called pronouns of the *third person.*

These pronouns, since they have special forms to denote the speaker, the person spoken to, and the person or thing spoken of, are called *personal pronouns.*

DEFINITION.—**A personal pronoun is one that shows by its form whether it is of the first, second, or third person.**

NOTE.—The principal pronouns are:

I.....denoting the speaker.
We.....denoting the speaker along with others.
You.....denoting one or more persons spoken to.
He, **She**, **It**.....denoting the person or thing spoken of.
They.....denoting the persons or things spoken of.

The personal pronoun "I" should always be written as a capital letter.

XXXIX.—THE PRONOUN: Relative.

Select from the following examples all those pronouns that *relate to a word* (noun or pronoun) *going before.*

MODEL: "The man who sold me the horse that was blind will receive the reward which he merits."

The pronoun "who" relates to the noun "man;" the pronoun "that" relates to the noun "horse;" the pronoun "which" relates to the noun "reward."

Examples.—1. This is the lady who called on you. 2. I have lost the book which I bought. 3. London, which is situated on the Thames, is the capital of Great Britain. 4. I have seen the largest lion that was ever brought to this country. 5. I know what you wish. 6. Are those the dogs which your father had with him? 7. Those who love mercy shall receive mercy. 8. I who speak to you am the man that did the deed. 9. You who are so boastful should give some evidence of your ability. 10. The boy and the dog that you saw passed on. 11. I do not know which of you to invite. 12. It is the mind that makes the body rich. 13. The Indians lived in wigwams which they made of bark or the skins of animals. 14. Solomon was the wisest man that ever lived.

15. High on a throne of royal state, which far
Outshone the wealth of Ormus or of Ind,
Satan exalted sat.

Explanation.—Some pronouns not only stand for nouns, but also connect statements. Thus, in the sentence "We love people who love us," the pronoun "who" stands for the noun "people," and at the same time connects the statements "we love people" and "love us."

Since these pronouns carry our mind back to a noun going before, they are called *relative* pronouns; and the noun to which they refer is called the *antecedent.* (*Antecedent* means *going before.*)

DEFINITION I.—**A relative pronoun is one that refers to a preceding noun or pronoun and connects two statements in a sentence.**

DEFINITION II.—**The antecedent of a relative is the noun or pronoun represented by the relative.**

NOTE.—The relative pronouns are: *who, which, what, that.*

XL.—THE PRONOUN: Interrogative.

Select from the following examples the pronouns which are used in asking questions:

MODEL: "Who did it?" "Which did you see?" "What shall I say?"

The words "who," "which," and "what" are used in asking questions.

Examples.—1. Who comes here? 2. Who killed the deer? 3. Which of you did that? 4. What is the meaning of the word *interrogative?* 5. To whom did you offer the present? 6. What's this? 7. Which of the two do you mean? 8. Who comes here? 9. What have you got to say?

DEFINITION.—**An interrogative pronoun is a pronoun used in asking a question. They are WHO, WHICH, and WHAT.**

XLI.—REVIEW OF PRONOUNS.

There are three subdivisions of pronouns:

I. PERSONAL. II. RELATIVE. III. INTERROGATIVE.

I. A **personal** pronoun is one that shows by its form whether it is of the first, second, or third person.

II. A **relative** pronoun is one that refers to a preceding noun or pronoun and connects two statements in a sentence.

III. An **interrogative** pronoun is a pronoun used in asking a question. They are *who*, *which*, and *what*.

EXERCISE 28.

a.

In the following sentences tell the *class* to which each *pronoun* belongs:

1. I have just received the picture which you sent me. 2. Who has been in this room? 3. The man who was here yesterday. 4. What shall I say to him, and what shall I do? 5. Fulton, who built the first steamboat, was an American. 6. This is the man of whom you spoke. 7. When will they make us a visit? 8. Who shouts treason? Let him die. 9. Thou hast all seasons for thine own, O Death! 10. We have just recited a geography lesson. 11. He says that she is a better scholar than you. 12. What sought they thus afar? 13. They sought a faith's pure shrine.

14. Dear little blossoms down under the snow,
You must be weary of winter, I know.

b.

Rule slates or paper, and write the *pronouns* in the previous exercise according to this model.

PERSONAL.	RELATIVE.	INTERROGATIVE.
I you me	which	who?

c.

Supply suitable *pronouns*, and tell the class to which each belongs.

1. John says ..... knows the boy ..... stole the apple.
2. Do ..... remember the place where ..... met, long, long ago?
3. Tell me ..... of the books ..... want, and ..... shall have .....
4. ..... was the first president of the United States?
5. ..... and ..... could not learn ..... was there.
6. James has lost the knife ..... his father gave .....
7. Jerusalem was the city to ..... the Crusaders bent their course.
8. The scholar ..... studied most improved the most.
9. This is the house ..... Jack built.
10. ..... hope ..... and ..... will soon be able to write good English.

XLII.—THE ADJECTIVE: Qualifying.

Select from the following examples all the adjectives that denote some *quality* of the thing named by the noun which they modify.

MODEL: "Good shepherds care for tender lambs."

The adjective "good" expresses a quality of *shepherds;* the adjective "tender" expresses a quality of *lambs.*

Examples.—1. Good shepherds care for tender lambs. 2. An honest man is the noblest work of God. 3. Friday was a comely, handsome fellow, with straight, strong limbs. 4. John gave James ten large apples. 5. Clever girls can learn difficult lessons. 6. The old oaken bucket hangs in the well. 7. What a beautiful flower you have! 8. The new map has come. 9. After a weary walk we reached a small village. 10. The loftiest mountains are found in Asia. 11. The sun, the great fountain of light, showered down his rays.

12. Some mossy bank my couch must be,
Some rustling oak my canopy.

DEFINITION. — **A qualifying adjective is one that denotes a quality.**

NOTES.

I. Adjectives show qualities of different kinds: as—

Color.. { A *white* horse. A *black* dog. A *red* book.
A *yellow* flower. A *purple* dress. A *crimson* sash.

Size... { A *large* house. A *small* cottage. A *broad* road.
A *narrow* path. A *low* chimney. A *tall* chimney.

Kind.. { A *soft* bed. A *pleasant* bed. A *hard* rock. *Soft* sand.
A *fierce* tiger. A *gentle* lamb. *Fine* weather.
A *sweet* apple. A *strong* hand. A *brave* heart.

II. Some adjectives are derived from proper nouns, and hence are called *proper adjectives:* thus—

PROPER NOUNS.	PROPER ADJECTIVES.
China,	Chinese.
Italy,	Italian.
America,	American.
Spain,	Spanish.
Scotland,	Scotch (or Scottish).
Turkey,	Turkish.

Capitals.—RULE: Proper adjectives begin with a capital letter.

XLIII.—THE ADJECTIVE: Limiting.

Select from the following examples all the adjectives that merely *point out* the thing named, or denote the *number* or *quantity* of it. Also select the articles.

MODEL: "This book has belonged to my sister for four years."

The word "this" is used to point out *which* book; the word "four" is used to denote *how many* years.

Examples.—1. This book has belonged to my sister for four years. 2. That woman lives in this cottage. 3. A nightingale sang some

sweet notes. 4. Your six pigeons are dead. 5. On the second day after our arrival fifty persons came to visit us. 6. Whose book is this? 7. What a beautiful flower you have! 8. Our brave soldiers faced many dangers. 9. Two tall elm-trees shade the old brown house. 10. There are seven days in a week. 11. Most boys enjoy skating.

12. Sir Ralph the Rover tore his hair,
And cursed himself in his despair;
But the waves rush in on every side,
And the vessel sinks beneath the tide.

DEFINITION.—**A limiting adjective is one that merely defines or restricts the meaning of a noun.**

NOTES.

I. Some limiting adjectives serve merely to *point out* the thing named: as—

this horse (the *nearer* one).
that horse (the *farther* one).

II. Some limiting adjectives show the *quantity* of a thing: as—

Number.
1. *Fixed.* *One* ox. *Two* oxen. *Three* cows. The *first* fox. The *third* horse. The *fourth* dog. *Each* individual. *Either* man. *Neither* woman.
2. *Uncertain.* *Some* persons. *Other* persons. *All* children. *Many* children. *Several* women. *Few* girls. *Most* boys. *No* persons. *Every* traveller.

Mass or Bulk. *Some* tea. *Much* sugar. *Little* milk. *Any* bread.

III. **Articles.**—**A** (or **an**) is called the indefinite article; **the**, the definite article.

An is used before words beginning with vowel sounds; *a* before

words beginning with consonant sounds: as, *a* man; *a* house; *a* year; *a* wonder; *a* use;—*an* art; *an* end; *an* heir; *an* urn.

OBS.—*a*, *e*, *i*, *o*, *u* are the vowels. *W* and *y* are consonants when they precede a vowel in the same syllable; otherwise, vowels.

IV. **Pronominal Adjectives.** — Some limiting adjectives may by themselves represent a noun. These are called pronominal adjectives: thus—

LIMITING.	PRONOMINAL.
Look on *this* picture.	Look on *this*.
Both boys are studious.	*Both* are studious.
Have you seen *any* geese?	Not *any*.
Some girls are lazy.	*Some* are industrious.

XLIV.—REVIEW OF ADJECTIVES.

There are two general subdivisions of adjectives:

I. QUALIFYING. II. LIMITING.

I. A **qualifying** adjective is one that denotes a quality.

II. A **limiting** adjective is one that merely defines or restricts the meaning of a noun.

The **articles**, *the* and *a* or *an*, are limiting adjectives.

EXERCISE 29.

Rule slates or paper as below, and write the different classes of *adjectives* in the following piece.

QUALIFYING.	LIMITING.	ARTICLES.
little green	this	a the

SILK.

We get silk from a caterpillar called the silk-worm. This little creature is green in color, and feeds on the leaves of the mulberry-tree. It is hatched from an egg about the size of a mustard-seed, and changes its skin four times before it reaches its full size. When full grown it leaves off eating, and covers itself over with a pretty silken case, inside of which the little spinner goes to sleep for some time. When its sleep is over, it makes a hole in its case, and comes out in the shape of a small butterfly, which lays a number of eggs and then dies. It is from the case or ball spun by the silk-worm that all our silk is made. The balls, or cocoons, as they are called, are thrown into warm water, to loosen the gum with which the silk-worm glues the threads together. Then four or five of the threads are fastened to a reel and wound. In this state it is called *raw silk;* and it is next sent to the silk-mill, to be prepared for the weaver. The best silk comes from China, where silk-worms were reared and silk was woven into cloth hundreds of years ago.

XLV.—THE ADJECTIVE: Constructive Exercises.

a.

Write sentences introducing the *adjective* forms of the following proper nouns. ☞ Underline the adjectives.

MODEL: "Switzerland.—Swiss scenery is celebrated for its beauty."

1. Switzerland.	3. Holland.	5. Japan.	7. Paris.
2. Sweden.	4. Peru.	6. Scotland.	8. Turkey.

b.

Supply suitable *adjectives.*

1. Cæsar was a ..... general.
2. There are ..... scholars in my class.
3. ..... dog was barking at ..... horse.
4. ..... house on the hill is mine.

c.

Write on paper or slates ten sentences, each sentence containing one of the following nouns with an *adjective* joined to it:

1. orange. 3. bonnet. 5. farm. 7. mountain. 9. thread.
2. coat. 4. shawl. 6. monkeys. 8. wagon. 10. scissors.

d.

Write in columns, on slate or blackboard, under each heading, nine more *adjectives*, denoting—

Color.	Kind.	Size.
brown.	sweet.	large.

e.

Rewrite the sentences, and change the meaning by putting in other *adjectives*.

MODEL: "A little red cross dog attacked a gay young prancing horse."

1. A large black fierce dog attacked a poor old lame horse.
2. The damask roses perfume the balmy morning air.
3. The pretty little child fondles the small black kitten.
4. Some idle careless scholars waste many precious hours.
5. Two tall elm-trees shade the old brown house.

XLVI.—THE VERB: Transitive and Intransitive.

Select from the following examples all those verbs *which take an object*, and in another column those which *do not take an object:*

Examples.—1. The pony eats hay. 2. The house fell. 3. The cow gives milk. 4. John loves his sister. 5. The bird flew away. 6. Leaves have their time to fall. 7. The teacher instructs us. 8. Who calls me? 9. Watch him. 10. Coal burns. 11. This poor man dwells in a little hut; yet he loves his home. 12. The sisters danced the polka. 13. I felt so happy that I almost danced for joy. 14. Old Joe

tells funny stories. 15. His illness lasted long. 16. A soft answer turneth away wrath.

DEFINITION I.—**A transitive verb is one that denotes an action terminating on some object.**

Transitive means *passing over*, for the action denoted by the verb is thought of as passing over to the object.

The **object** of a transitive verb is either a noun (or pronoun) or some word or words having the use of a noun.

DEFINITION II.—**An intransitive verb is one that denotes (1) a state or condition, or (2) an action not terminating on an object.**

Intransitive means *not passing over* to an object, for the action ends with the person (or thing) spoken of as doing it.

NOTES.

I. The same verb may be either transitive or intransitive, according to its use. Thus—

1. Farmers *mow* (intrans.). Farmers *mow grass* (trans.).
2. Ice *melts* (intrans.). Heat *melts ice* (trans.).
3. Fire *burns* (intrans.). Fire *burns wood* (trans.).

II. Most intransitive verbs require no words to complete their sense; but a few intransitive verbs take a *complement*, or completing part (see page 53). Such verbs are sometimes called *neuter*, *copula*, or *apposition* verbs. They are, however, simply *intransitive verbs of incomplete predication.*

EXERCISE 30.

a.

Rule slates or paper as below, and write the verbs.

grows	verb intrans.
invented	verb trans.

1. The india-rubber tree grows in Brazil. 2. Whitney invented the cotton-gin. 3. The farmer sent his servant. 4. The moon moves round the earth. 5. Fulton constructed the first steamboat. 6. Bryant wrote *Thanatopsis*. 7. The patriot's heart bled. 8. Is he coming home? 9. Speak, marble lips!

10. God moves in a mysterious way,
His wonders to perform:
He plants his footsteps in the sea,
And rides upon the storm.

b.

Write twelve sentences with verbs which require an object, and twelve with verbs which do not require an object.

XLVII.—THE ADVERB: Simple and Conjunctive.

Select from the following examples the adverbs that simply *modify verbs* and distinguish them from those that *connect statements* in a sentence.

MODEL: "You live here." "I know where you live."

"Here" is an adverb, and merely modifies the verb "live." "Where" is an adverb, and connects the two statements "I know" and "you live."

Examples.—1. You live here. 2. I know where you live. 3. James studies diligently. 4. I have heard how he studies. 5. Slowly, sadly we laid him down. 6. The wind blew terribly. 7. I will go when I am invited. 8. We must study while we are young. 9. A very pretty bird daintily picked up the crumbs. 10. Do you know why it is cold in northern countries? 11. Go where glory waits thee. 12. Go yonder.

Explanation. — Some adverbs serve only to modify the words with which they are joined. These are called *simple* adverbs.

A few adverbs are used to connect statements in a sentence. These are called *conjunctive* (that is, *con-joining*) adverbs.

DEFINITION I.—**A simple adverb is one that merely modifies the word with which it is used.**

DEFINITION II.—**A conjunctive (or relative) adverb is one that not only modifies the word with which it is used, but connects two statements in a sentence.**

NOTES.

I. The principal conjunctive adverbs are: **when, where, whence, why, how.**

II. When the conjunctive adverbs are used to introduce a question, they are called *interrogative* adverbs.

III. The words *yes* and *no* are generally classed with adverbs; but they do not modify any word. They give answers, or *responses*, to questions; and hence are sometimes called *responsives*.

EXERCISE 31.

a.

Rule slates or paper as below, and classify the *adverbs* in this exercise.

SIMPLE.	CONJUNCTIVE.
cheerfully	when

1. I will cheerfully accompany you when you are ready.
2. Thomas rose early in the morning, and soon finished his work.
3. He would not tell me where he had put the letter.
4. Will you show me how to perform this example?
5. Does she write neatly? No; quite clumsily.
6. Did you call once or twice?
7. Nero was exceedingly cruel.
8. He refused to tell his father why he ran away.
9. That boy goes where he pleases and when he pleases.

10. When the dry season arrives, the reptiles bury themselves in the mud, where they remain till the tropical rains fall again.

b.

Use a corresponding *adverb* for each *adjective*, making such changes in words as are necessary: thus—

1. He is a *slow* runner.	He runs *slowly*.
2. The child's sleep was *soft*.	The child slept *softly*.

1. He is a *swift* writer.	He writes .....
2. Her singing was *sweet*.	She sang .....
3. Their failure was *complete*.	They failed .....
4. Your labors were *successful*.	You labored .....
5. John had a *heavy* fall.	John fell .....
6. My suspicions were *correct*.	I suspected .....
7. We took a *sly* peep.	We peeped .....
8. I gave him a *steady* look.	I looked ..... at him.
9. The *whole* blame was his.	He was ..... to blame.
10. He showed *true* sorrow.	He was ..... sorry.

XLVIII.—THE CONJUNCTION: Co-ordinate and Subordinate.

Select the sentences the parts of which are independent—that is, those containing *and, or, but, therefore*—and distinguish them from the sentences containing a dependent statement—that is, a statement introduced by *if, though, unless, that.*

Examples.—1. I will go and you will come. 2. I will go if you will come. 3. I will go, but you will remain. 4. Fools build houses, and wise men live in them. 5. You will not become learned unless you study. 6. Stay a while, that we may enjoy ourselves. 7. Napoleon conquered nearly all of Europe, but he died a prisoner at St. Helena. 8. We cannot solve the riddle unless we have the key. 9. James or John is to blame. 10. Though He was rich, yet for our sakes He became poor.

Explanation.—The sentence "I will go and you will come" consists of two statements — statements of separate independent facts.

The sentence "I will go, if you will come," consists of two statements also; but the one is made dependent on the other: I will go, *provided* you come (meaning, if you do not come, I will not go).

A conjunction which connects two independent parts of a sentence is called a *co-ordinate* conjunction—that is, a conjunction joining two parts of the same *order*, or rank. A conjunction which joins a dependent part of a sentence to the principal part is called a *subordinate* conjunction—that is, a conjunction joining a part of a *lower* rank or order to another part.

DEFINITION I.—**A co-ordinate conjunction is one that connects words, phrases, or propositions having the same rank.**

DEFINITION II.—**A subordinate conjunction is one that connects a dependent with a principal proposition.**

NOTE.—The principal conjunctions are—

CO-ORDINATE.		SUBORDINATE.	
and	**but**	**if**	**lest**
either—or		**though**	**because**
neither—nor		**unless**	**for**
therefore	**hence**	**that**	**since**

EXERCISE 32.

Supply conjunctions, and tell whether *co-ordinate* or *subordinate*.

1. The clouds soon passed away, ... sunshine succeeded.
2. The wicked may prosper for a time, ... they will receive retribution in the end.
3. Contentment is better ..... riches.
4. He was gentle in manner, ... resolute in action.
5. We shall improve ..... we study.
6. Life is so uncertain ..... we should always be prepared for death.

7. I told you ..... he would fail.
8. ..... you say so, I cannot believe it.
9. You will succeed ..... you persevere.
10. We study ..... we wish to learn.
11. I shall not tell you, ... you promise to keep the secret.
12. I think ..... Henry is older ..... Paul, ... he is not so tall.

TABLE FOR BLACKBOARD.

Subdivisions of Parts of Speech...

- **Noun**..... PROPER. / COMMON. / ABSTRACT.
- **Pronoun**..... PERSONAL. / RELATIVE. / INTERROGATIVE.
- **Adjective**..... LIMITING. / QUALIFYING.
- **Verb**..... TRANSITIVE. / INTRANSITIVE.
- **Adverb**..... SIMPLE. / CONJUNCTIVE.
- **Conjunction**.. CO-ORDINATE. / SUBORDINATE.

REVIEW EXERCISE.

Name the *class* and *subdivision* of each word in the following exercise:

a.

The spider is a cunning fellow. He makes his living by his arts and stratagems. He lives by snares and plots; and yet he is an interesting little creature. He exhibits wonderful skill and in-

genuity in weaving his nest, and possesses extraordinary patience and perseverance. The thread of the spider is a soft substance, which is contained in a little bag in the body of the insect.

b.

Little Ann had a famous dog. His name was Grip. One day Ann went out to visit a poor woman, and took Grip with her. Grip had not gone far until he saw a cat. He immediately gave chase; but the cat ran up a tree, and was safe. Grip stood at the bottom, and barked with all his might; but the cat never heeded him.

c.

Three or four years before Watt patented his steam-engine and Arkwright his spinning-jenny, there was born in a New England farm-house a boy whose work was needed to complete theirs. His name was Eli Whitney. Eli was a born mechanic. It was his nature to invent and construct. When a mere boy, he made pins and walking-canes, and thus earned money to support himself at college. In 1792 he went to Georgia. A friend with whom he stayed begged him to invent a machine to separate the seeds of cotton from the fibre. He shut himself up in his room and brooded over the difficulty. At length his rude-looking machine was finished. It was put in motion. It was evident to all that it could do the work of hundreds of men. Eli had gained a great victory for mankind. In that rude hut in Georgia, cotton was crowned king, and a new era was opened for America and the world.

d.

Then came a burst of thunder sound—
The boy—O, where was he?
Ask of the winds that far around
With fragments strewed the sea—

With mast, and helm, and pennon fair,
That well had borne their part;
But the noblest thing that perished there,
Was that young, faithful heart.

COMPOSITION EXERCISES.

a.—Filling Blanks.

THE MARTINS.

1. There ..... an amusing story ..... of two martins. 2. One spring, on ..... back to their old nest, they ..... a sparrow ..... already ..... possession of it as her own. 3. When the martins ..... to ..... in, the sparrow ..... at them, and ..... not ..... the nest. 4. The swallows ..... some of their companions to their aid; but, ... what they ....., they ..... not ..... the sparrow ..... 5. At last they ..... away, and the sparrow ..... (that ....., if sparrows ....) that they .... her to ..... the nest in quiet. 6. But the next day they all ..... back. 7. There ..... more than a hundred martins, and each ..... a bit of clay in its beak. 8. Then they ..... to work, and ..... up the door of the nest with the clay; so that the poor sparrow ..... not ..... out, and ..... of course for want of food and air.

b.—Answering Questions.

SUGAR.

1. What happens to sugar if you leave it in the water?
   Do you know any other things besides sugar that are sweet?
   If you put sugar into tea, what happens to the sugar?
   If you put sugar into tea, does anything happen to the tea?

FRUIT-TREES.

2. At what time of the year do fruit-trees blossom?
   When is the fruit ripe?
   When do the leaves fall from the trees?
   Are there any trees which are in leaf all the year round?

c.—Composition from Outlines.

BREAD.

Made from wheat—crushed in the mill—sifting or separating into the bran and the flour—the flour then formed into dough by

being well mixed with water—leavening the dough—mixing it with yeast or old leaven—rising—baking—bread made from Indian corn, barley, and rye—how these kinds compare with wheaten bread. [Girls may add a recipe for making any kind of bread or cake.]

d.—Abstract from Memory.

TURNING THE GRINDSTONE.

When I was a little boy, I remember, one cold winter's morning, I was accosted by a smiling man with an axe on his shoulder. "My pretty boy," said he, "has your father a grindstone?" "Yes, sir," said I. "You are a fine little fellow," said he; "will you let me grind my axe on it?" Pleased with the compliment of "fine little fellow," "O yes, sir," I answered, "it is down in the shop." "And will you, my little man," said he, patting me on the head, "get me a little hot water?" How could I refuse? I ran, and soon brought a kettleful. "How old are you? and what's your name?" continued he; "I am sure you are one of the finest lads that ever I have seen; will you just turn a few minutes for me?"

Tickled with the flattery, like a little fool, I went to work, and bitterly did I regret it. It was a new axe, and I toiled and tugged till I was very tired. The school-bell rang, but I could not get away; my hands were blistered, and the axe was not half ground. At length, however, it was sharpened, and the man turned to me with, "Now, you little rascal, you've played truant; scud to the school, or you'll catch it!" It was hard enough to turn a grindstone, but to be called a little rascal was too bad.

e.—Letter-writing.

Write a letter to your teacher, giving an account of some picnic, excursion, exhibition, play, or accident.

NOTE.—Carefully read the "Directions for Letter-writing," page 171.

SECTION IV.

MODIFICATIONS OF THE PARTS OF SPEECH.

XLIX.—MODIFICATIONS DEFINED.

A noun may denote one or more than one of the objects named: as—

ONE.	MORE THAN ONE.
star	stars
lady	ladies
ox	oxen

The distinction between one and more than one is called **number.**

A noun may be the subject of a verb, or the object of a verb, or it may denote that the person or thing named possesses something.

1. Mother [*subj.*] loves baby [*obj.*].
2. Baby [*subj.*] loves mother [*obj.*].
3. The *boy's* kite is torn [*poss.*].

These differences in the form or use of nouns are called **case.**

An adjective may denote a quality in different degrees: thus—

1. John is a *tall* boy.
2. James is *taller* than John.
3. Richard is the *tallest* boy in the class.

The changes to denote different degrees of a quality are called **comparison.**

A verb may denote an action *now going on*, or one *done*, or one *to be done:* as—

We *walk*—we *ride.*
We *walked*—we *rode.*
We *shall walk*—we *shall ride.*

The form by which a verb expresses time is called **tense.**

Any grammatical change in a part of speech is called a **modification** of that part of speech: hence—

DEFINITION. — **Modifications of the parts of speech are their grammatical changes.***

REFERENCE TABLE OF MODIFICATIONS.

Noun	NUMBER. CASE. [GENDER AND PERSON.]
Pronoun	PERSON. GENDER. NUMBER. CASE.
Adjective and **Adverb**	COMPARISON.
Verb	PERSON. NUMBER. TENSE. MOOD. VOICE.

* The expression "grammatical form" is deemed by the author a more exact defining term for the "properties" of the parts of speech; and that term is employed in his advanced grammar. But for elementary purposes the word "modifications" may be preferred as less abstract. Teachers will please observe, however, that "modifications" is used in an enlarged sense, embracing all strictly grammatical changes, whether expressed by inflections, radical change, the use of auxiliaries, or by mere grammatical relation.

The preposition, the conjunction, and the interjection have no grammatical changes (modifications).

L.—MODIFICATIONS OF THE NOUN.

The noun has two principal modifications:

I. NUMBER. II. CASE.

NOTE.—The secondary modifications, namely, *gender* and *person*, are explained in the Notes on page 90.

1. Number.

Number is a modification expressing one or more than one of the objects named by the noun.

There are two numbers, the *singular* and the *plural.*

The **singular** number denotes one: as, *star, child.*

The **plural** number denotes more than one: as, *stars, children.*

RULES FOR FORMING THE PLURAL.

GENERAL RULE.—**The plural number of nouns is generally formed by adding s to the singular.**

EXERCISE.—Write the plural of the following nouns:

bud	eagle	citizen	number
flower	hawk	president	gender
fruit	wren	monarch	case

SPECIAL RULE I.—**When the singular ends in S, SH, Z, X, or CH soft (as in CHURCH), the plural is formed by adding ES, making another syllable:** thus—

gas, gas-es	waltz, waltz-es
guess, guess-es	fox, fox-es
dish, dish-es	bench, bench-es

OBS.—**Some nouns ending in *o* preceded by a consonant add *es* without increase of syllables: as,** *hero, heroes; potato, potatoes.*

EXERCISE.—Write the plural of the following nouns:

kiss	lash	topaz	thrush
cross	birch	adz	hoax
match	compass	tax	miss

SPECIAL RULE II.—**When the singular ends in Y preceded by a consonant, the plural is formed by changing the Y into I and adding ES:** thus—

sky, skies; lady, ladies; balcony, balconies.

OBS.—But when it is preceded by a vowel the plural is formed by the General Rule.

EXERCISE.—Write the plural of the following nouns:

story	party	beauty	joy
ray	quality	duty	pony
injury	society	century	donkey

SPECIAL RULE III.—**Some nouns ending in F or FE form their plural by changing F or FE into V, and adding ES:** as—

thief, thieves; wife, wives.

EXERCISE.—Write the plural of the following nouns:

knife	leaf	self	elf
loaf	shelf	wolf	beef
life	calf	sheaf	half

IRREGULAR PLURALS.

The following nouns form their plural irregularly:

man	men	ox	oxen	foot	feet
woman	women	mouse	mice	tooth	teeth
child	children	louse	lice	goose	geese

[*For peculiarities of number, foreign plurals, etc., see Appendix, pages* 181–183.]

2. Case.

Case is a modification denoting the relation of a noun to some other word in the sentence.

There are three cases of nouns: I. THE NOMINATIVE. II. THE POSSESSIVE. III. THE OBJECTIVE.

The **nominative** case is that *form* which a noun has when it is the subject of a verb.

The **possessive** case is that *form* which a noun has in order to denote ownership or possession.

The **objective** case is that *use* which a noun has when it is the *object* of a verb or of a preposition. Its *form* is the same as the nominative case.

RULES FOR THE POSSESSIVE CASE.

1. The possessive singular is formed by adding an apostrophe (') and s to the nominative singular: as, boy, boy's.

2. The possessive plural is generally formed by adding an apostrophe to the nominative plural: as, boys, boys'; but when the nominative plural does not end in s, the possessive plural is formed like the possessive singular: as, children, children's; oxen, oxen's; sheep, sheep's.

EXERCISE.—Write the *possessive*, singular and plural (if any), of the following nouns:

1. child; prince; woman; king; cable; tutor.
2. peril; mercy; father; Henry; aunt; cat.
3. Charles; gardener; brother; poetess; author; painter.
4. sculptor; engineer; sister; Socrates; princess; bridge.
5. house; Peter; righteousness; ox; thief; sheep.

Declension.—A noun is said to be *declined* when we name its three cases in the two numbers; the process of doing so is called *declension.*

DECLENSION OF NOUNS.

BOY.			MAN.		
	SINGULAR.	PLURAL.		SINGULAR.	PLURAL.
Nom.	boy	boys	*Nom.*	man	men
Poss.	boy's	boys'	*Poss.*	man's	men's
Obj.	boy	boys	*Obj.*	man	men
LADY.			**SHEEP.**		
	SINGULAR.	PLURAL.		SINGULAR.	PLURAL.
Nom.	lady	ladies	*Nom.*	sheep	sheep
Poss.	lady's	ladies'	*Poss.*	sheep's	sheep's
Obj.	lady	ladies	*Obj.*	sheep	sheep

NOTES ON GENDER AND PERSON IN NOUNS.

I. **Gender.**—When the noun is the name of a male, it is said to be of the *masculine gender;* when it is the name of a female, it is said to be of the *feminine gender.* Things which have no sex, or which are not spoken of as male or female, are said to be of the *neuter gender.*

Sometimes the distinction of male and female is shown by the form of the noun: as, *lion, lioness.*

Sometimes it is shown by prefixing a word denoting sex: as, *he-bear, she-bear.*

Sometimes it is shown by the use of quite different words: as, *boy, girl; bachelor, spinster.*

II. **Person.**—In some *pronouns* the names *first, second,* and *third person* are used to denote the distinction between the speaker, the person

spoken to, and the person or thing spoken of. This distinction is shown in the pronouns called *personal* pronouns: namely—

First person.....I (denoting the speaker).
Second person.....you (denoting the person spoken to).
Third person....{he, she, it} (denoting the person or thing spoken of).

We sometimes join a noun with a pronoun of the first person: as—

I Paul have written it.

And sometimes we address a person by a real name instead of a pronoun: as—

Plato, thou reasonest well.

The noun "Paul" is in the *first* person, and the noun "Plato" in the *second* person. With the exception of such examples as these, nouns are always the names of persons or things that we speak of—which may be denoted by *he*, or *she*, or *it*—and hence are in the *third* person. Besides, there is no change of form to mark the *person* of a noun. This distinction is, therefore, of little importance in parsing *nouns*.

LI.—THE NOUN: Constructive Exercises.

I.

Write three sentences on each of the following nouns, bringing in each noun, as, 1. *subject;* 2. *possessive;* 3. *object.*

MODEL: "The ocean."

1. The *ocean* is the great body of water surrounding the globe.
2. The *ocean's* greatest depth has never been found out.
3. The Sandwich Islanders love the *ocean*.

1. The horse.
2. A ship.
3. My cousin.
4. Washington.
5. The river.
6. A tiger.

II.

Write these sentences so as to make each statement in the *singular* number.

MODEL: "Dutiful children obey their parents." *Changed*—A dutiful child obeys its parents.

1. Dutiful children obey their parents.
2. Men are mortal.
3. Sheep have valuable wool on their backs.
4. The oxen tread out the corn.
5. Little women sometimes have great minds.
6. These deer roam wild over the mountains.
7. The schools are conducted very well.

III.

Write these sentences so as to make each statement in the *plural* number.

MODEL: "My boy's tooth is decayed by eating sweetmeats." *Changed*—My boy's teeth are decayed by eating sweetmeats.

1. My boy's tooth is decayed by eating sweetmeats.
2. A goose, by cackling, is said to have saved Rome.
3. The mouse has been nibbling at the cheese.
4. The ox browses in the green meadow.
5. The sheep furnishes us with an important article used in making clothing.
6. A man of words and not of deeds
   Is like a garden full of weeds.
7. An honest man is the noblest work of God.
8. The child likes to play.
9. The woman washes clothes on the beach.
10. A deer is a beautiful animal.
11. A salmon was leaping in the water.
12. The ox was drawing the team.

IV.

1. Write a sentence throwing into the plural form the statement, *The valley rejoices.*
2. Write in the singular form this sentence: *Philosophers survey mankind from China to Peru.*
3. *The cargo has arrived:* write a sentence stating that *more than one* has arrived.
4. Write in the singular form the statement, *Good wives wish to please their husbands.*
5. Write in the plural form the statement, *A man tries to be rich.*
6. *Monarchs tax their subjects:* write this in the singular form.
7. Write in the singular form: *Monkeys flourish in Africa.*
8. Write a sentence introducing *man* in the plural.
9. Write a sentence introducing *mice* in the singular.
10. Write a sentence introducing *child* in the plural.
11. Write a sentence introducing *penny* in the plural.
12. Write a sentence introducing *feet* in the singular.
13. Write a sentence introducing *ox* in the plural.
14. Write a sentence introducing *sheep* in the singular.
15. Write a sentence introducing *sheep* in the plural.
16. Write a sentence introducing *teeth* in the singular.
17. Write a sentence introducing *woman* in the plural.
18. Write a sentence introducing *geese* in the singular.
19. Write a sentence introducing *pence* in the singular.
20. Write a sentence introducing *hippopotamus* in the plural.

V.

1. Write a sentence using *elephant* in the possessive form singular.
2. Write a sentence using *sun* in the possessive form singular.
3. Write a sentence using *lady* in the possessive form plural.
4. Write a sentence using *crocodile* in the possessive form plural.
5. Write a sentence using *sheep* in the possessive form singular and plural.
6. Write a sentence using *calf* in the possessive form plural.

LII.—MODIFICATIONS OF THE PRONOUN.

I. The Personal Pronouns.

The personal pronouns have modifications denoting person, gender, number, and case. They are thus declined:

		SINGULAR.			PLURAL.		
		Nom.	*Poss.*	*Obj.*	*Nom.*	*Poss.*	*Obj.*
First person,		I,	my *or* mine,	me.	We,	our *or* ours,	us.
Second,		You,	your *or* yours,	you.	You,	your *or* yours,	you.
Third,	*Mas.*	He,	his,	him.	They,	their *or* theirs,	them.
	Fem.	She,	her *or* hers,	her.			
	Neut.	It,	its,	it.			

Second pers., solemn style. Thou, thy *or* thine, thee. *Nom. pl.* Ye.

NOTES ON THE PERSONAL PRONOUNS.

I. Except in the third personal pronoun singular, which has a form for each gender (*he, she, it*), the gender of the personal pronouns depends on the gender of the nouns for which they stand. Thus, *I, thou, we, you* may be either masculine or feminine according as they take the place of names of males or of females; and *they* may be masculine, feminine, or neuter according as it takes the place of a masculine, a feminine, or a neuter noun.

II. The personal pronouns of the first and second persons have two possessive forms: *my, mine; your, yours; our, ours;* also the third feminine has *her, hers.* The former of each pair is used when joined with a noun; the latter is used when the noun is omitted. Thus—

This is { my / her / our / your / their } house. But, This house is { mine. / hers. / ours. / yours. / theirs.

II. The Relative and Interrogative Pronouns.

The relative and interrogative pronouns *who* and *which* have modifications denoting case. *That* and *what* are not declined.

	SINGULAR.			PLURAL.		
	Nom.	*Poss.*	*Obj.*	*Nom.*	*Poss.*	*Obj.*
m. or *f.*	Who,	whose,	whom.	Who,	whose,	whom.
m., *f.*, or *n.*	Which,	whose,	which.	Which,	whose,	which.

EXERCISE 33.

a.

Tell the *person*, *number*, and *case* of the pronouns.

1. Heaven helps men who help themselves.
2. Promise me that you will send him what he wants.
3. Whatever he asks I will give him.
4. Avoid such companions as do not speak the truth.
5. Who found the money? It was we.
6. We bathed in Great Salt Lake, whose waters floated us like corks.
7. I think I know what you were talking about.
8. This is the dog that worried the cat that caught the rat that ate the malt.
9. Whom did you say she married?
10. What is it worth? What is it good for?

b.

1. Compose a sentence containing the personal pronoun of the first person singular.
2. Compose a sentence containing the personal pronoun of the third person plural.
3. Compose a sentence containing the personal pronoun of the third person, singular number, feminine gender.
4. Compose a sentence containing the relative *who* in the objective case.

5. Compose a sentence containing the relative *which* in the possessive case.
6. Compose a sentence containing the interrogative pronoun *what* in the nominative case.

LIII.—MODIFICATIONS OF THE ADJECTIVE AND ADVERB.

The adjective may change its form to denote *comparison*. Thus—

1. John is a *tall* boy.
2. James is *taller* than John.
3. Richard is the *tallest* boy in the class.

Explanation.—The expression "a tall boy" means a boy who can be said to be *tall* "for a boy;" that is, without comparison. But when it is said that "James is *taller* than John," we mean that James has *more* of the quality of *tallness* than John has. And when we say, "Richard is the *tallest* boy in the class," we mean that, as regards the "boys in the class," Richard has the quality of *tallness* in the greatest degree.

DEFINITION I.—**Comparison is a modification of adjectives (and adverbs) to express degrees of quantity or quality.**

DEFINITION II.—**The degrees of comparison are called the positive, the comparative, and the superlative degree.**

The *positive* degree denotes simple quantity or quality.

The *comparative* denotes a greater degree of the quantity or quality.

The *superlative* degree expresses the greatest degree of the quantity or quality.

RULE FOR COMPARATIVE AND SUPERLATIVE.

The comparative degree is generally formed by adding *er* to the positive: as, *tall, taller;* and the superlative degree by adding *est* to the positive: as, *tall, tallest.*

But many adjectives of two syllables and all adjectives of more

than two are compared by prefixing to the positive *more* for the comparative and *most* for the superlative: as, *splendid, more splendid, most splendid; beautiful, more beautiful, most beautiful.*

NOTE.—The addition of *er* and *est* sometimes causes the positive to undergo certain changes, according to the rules for spelling derivative words: thus—

blue + er = bluer * (not *blueer*)
red + er = redder * (not *reder*)
happy + er = happier * (not *happyer*)

Irregular Adjectives.—A few adjectives form their comparatives and superlatives irregularly. Thus—

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
good	better	best
well	better	best
bad, evil, ill	worse	worst
little	less	least
many, much	more	most
far	farther *or* further	farthest *or* furthest
near	nearer	nearest *or* next
late	later *or* latter	latest *or* last
old	older *or* elder	oldest *or* eldest
hind	hinder	hindmost
[up: *adv.*]	upper	upmost *or* uppermost
[out: *adv.*]	outer	utmost, uttermost, *or* outmost

The Adverb.—The adverb, like the adjective, often undergoes a change of form to express *comparison.*

Adverbs are compared in the same way as adjectives: thus—

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
soon	sooner	soonest
sweetly	more sweetly	most sweetly

* Teachers will call attention to the rules for spelling derivative words, applicable in these cases.

EXERCISE 34.

a.

Select the adjectives, and state the degree of comparison of each.

1. The squirrel is a merry little fellow.
2. The color was whiter than snow.
3. The shadows grow longer as evening approaches.
4. To-morrow will be the maddest, merriest day.
5. Homer was the most famous poet of ancient times.
6. This is the best exercise that has been written this week.
7. The sun is more brilliant than the moon.
8. A prudent man saves something for a rainy day.
9. Yesterday was a pleasanter day than we expected.
10. The Amazon is the broadest river in the world.

b.

Write, according to the model, sentences stating the following facts. Express the italicized words in each statement by *one adjective:*

MODEL: "John has a *greater degree of wisdom* than Alexander" = John is *wiser* than Alexander.

1. John has a *greater degree of wisdom* than Alexander.
2. Sugar possesses the *greatest degree of sweetness* of all substances.
3. The Mississippi has *greater length* than the Amazon.
4. Some mountain [naming it] has the *greatest degree of loftiness* of any mountain in the world.
5. Contentment has *more of the quality of goodness* than wealth.
6. Gold has *greater heaviness* than silver.

c.

Select the adverbs, and state the degree of comparison of each.

1. The boat arrived sooner than we expected.
2. Higher, higher let us climb.
3. The wind roared loudly among the stately pines.
4. Merrily, merrily bounds the bark across the foaming sea.
5. It is more blessed to give than to receive.
6. This field produces most abundantly.

LIV.—MODIFICATIONS OF THE VERB.

Number of Modifications.—The verb has modifications of five kinds: namely, I. PERSON. II. NUMBER. III. TENSE. IV. MOOD. V. VOICE.

1. Person and Number.

DEFINITION.—**Person and number in verbs are modifications expressing the agreement of a verb with its subject.**

Person.—Verbs are said to have three persons, according as they are connected with one of the three personal pronouns. Thus—

1. I call—(verb in the *first* person).
2. You call—(verb in the *second* person).
3. He [or any singular noun] calls—(verb in the *third* person).

Number.—Verbs are said to have two numbers according as they are connected with a singular or a plural subject. Thus—

1. The boy calls—(verb in the *singular* number).
2. The boys call—(verb in the *plural* number).

NOTE.—There are very few actual forms to mark the person and number of a verb, and usually these modifications can be told only by referring to the subject. "A verb agrees with its subject in person and number."—Syntax, Rule II.

EXERCISE 35.

a.

Tell the person and number of each verb by referring to the person and number of the subject.

1. I met a little cottage girl.
2. The lady walks gracefully.
3. You learn your lesson quickly.
4. The wind blew down the lofty tree.
5. They went away the day after we arrived.

6. He ran with all his might.
7. I remember, I remember the house where I was born.
8. We are fond of swimming.
9. The young larks have left their nests, but they cannot fly far.
10. I think we are never weary of beholding nature.
11. Various officers fell in that engagement.
12. The sheep know when the rain is coming.
13. The Greeks loved the fine arts.
14. She was eight years old, she said.
15. I flew to the pleasant fields traversed so oft
In life's morning march, when my bosom was young;
I heard my own mountain-goats bleating aloft,
And knew the sweet strain that the corn-reaper sung.

b.

Supply verbs of the proper person.

1. Rain ..... in showers.
2. He ..... to school daily.
3. I ..... the birds.
4. Because they ..... sweetly.
5. How hard the wind .....!
6. You ..... to succeed.

c.

Change the following verbs into the singular form, using a singular subject instead of each plural subject:

Flowers.....bloom, grow, fade, flourish, thrive.
Animals.....eat, drink, sleep, live, die.

---

2. The Tenses.

DEFINITION.—**Tenses are modifications of the verb to denote the time of an action or event.**

NOTE.—The tenses denote, in addition to the time of an action or event, the degree of its completeness.

There are six tenses: namely—

Present	**Present Perfect**
Past	**Past Perfect**
Future	**Future Perfect**

3. The Moods.

DEFINITION.—**Moods (or modes) are modifications of the verb to denote the manner of asserting action or being.**

NOTE.—"Mood (or mode) is a grammatical form denoting the style or manner of predication."—Swinton's *English Grammar.*

There are four moods: namely—

Indicative	**Subjunctive**
Potential	**Imperative**

The **indicative** mood is used in the statement of a fact, or of a matter taken as a fact.

The **potential** mood is used in the statement of something that may, can, might, could, would, or should be.

The **subjunctive** mood is used in the statement of something merely *thought of.*

The **imperative** mood is used in the statement of a command or request.

---

4. The Verbals.

DEFINITION. — **The verbals are verb-forms, partaking of the nature of the verb, and having in addition the use of some other part of speech.**

The verbals are of two kinds: I. INFINITIVES. II. PARTICIPLES.

The **infinitive** is a verbal noun. It merely *names* the action or state which the verb *asserts.* Thus—

To read good books is improving.

"To read" is an infinitive. It partakes of the nature of the verb, because it takes an object, "books;" and it has in addition the use of a noun, because it is the subject of the verb "is." Hence "to read" is a *verbal noun.*

The **root** (or root infinitive) of a verb is a verb in its simplest form, and is the same as the infinitive without the preposition *to*. Thus *read* is the root of the verb *to read*.

The Gerund. — Besides the regular form of the infinitive, the verbal in *ing* is sometimes equivalent to an infinitive: thus—

Reading good books (= to read good books) is profitable.

This form is called the *gerund*. The gerund is a verbal noun.

The **participle** is a verbal adjective. It shares or *participates* in the nature both of the verb and of the adjective. Thus—

The boy, seeing the bear, ran away.

"Seeing" is a participle. It partakes of the nature of the verb, because it takes an object, "bear," and of the adjective, because it is joined with a noun, "boy," to modify it.

There are two participles formed by suffixes—the *present* participle and the *past* participle.

RULE.—**The present participle of all verbs is formed by adding ING to the root:** as—

write, writing; hop, hopping.

NOTE.—In adding *ing* the rules for spelling derivative words must be observed.

RULE.—**The past participle of most verbs is formed by adding ED to the root; but some verbs form their past participles in other ways:** as—

write, written; tell, told.

NOTE.—Verbs that do not form their past participle by adding *ed* belong to the class of irregular verbs. (See Definition, page 103.)

---

5. Voice.

DEFINITION.—**Voice is a modification of the transitive verb, expressing whether the subject names the actor or the recipient of the action.**

There are two voices: namely, the *active* voice and the *passive* voice.

A verb in the **active** voice represents the subject as acting upon an object: as—

Watt invented the steam-engine.

A verb in the **passive** voice represents the subject as receiving an action: as—

The steam-engine was invented by Watt.

RULE.—**The passive voice is formed by uniting with the past participle of any transitive verb the various parts of the verb TO BE.**

---

6. Conjugation of Verbs.

The **conjugation** of a verb is the systematic arrangement of its various forms.

There are two conjugations: I. THE REGULAR. II. THE IRREGULAR. These two conjugations are distinguished by the mode of forming the past tense (indicative) and the past participle.

A **regular** verb is one whose past tense and past participle are formed by adding **ed** to the root: as, (root) *love;* (past tense) *loved;* (past participle) *loved.*

OBS.—In suffixing *ed* care must be taken to observe the rules for spelling derivative words.

An **irregular** verb is one whose past tense or past participle, or both, are not formed by adding **ed** to the root: as, (root) *take;* (past tense) *took;* (past participle) *taken.*

The principal parts of a verb are: I. THE PRESENT INDICATIVE. II. THE PAST INDICATIVE. III. THE PAST PARTICIPLE.

An **auxiliary** verb is one used to assist in conjugating other verbs. The principal auxiliaries are, *do, be, have, shall, may, can, must,* with their variations.

CONJUGATION OF A REGULAR VERB.*

TO LOVE.

PRINCIPAL PARTS.

Present—love. *Past*—loved. *Past Participle*—loved.

INDICATIVE MOOD.

Present Tense.

The present indicative is a simple tense, and one of the principal parts. It is varied thus:

SINGULAR.	PLURAL.
1. I love,	1. We love,
2. You love,	2. You love,
3. He† loves;	3. They‡ love.

Past Tense.

The past indicative is a simple tense, and one of the principal parts. In regular verbs it is formed by adding *ed* to the root; in irregular verbs, in some other way.

SINGULAR.	PLURAL.
1. I loved,	1. We loved,
2. You loved,	2. You loved,
3. He loved;	3. They loved.

Future Tense.

The future is formed by prefixing the auxiliaries *shall* or *will* to the root: thus—

1. *Expressing simply a future action or event.*

SINGULAR.	PLURAL.
1. I shall love,	1. We shall love,
2. You will love,	2. You will love,
3. He will love;	3. They will love.

---

* The conjugation of the verb *to love* presents the common form of the regular verb. The paradigm embodying the ancient form of the second person singular will be found in the Appendix, page 185.

† Or any other pronoun of the third person singular—*she*, *it*, etc.; or any noun in the singular number.

‡ Or any noun in the plural number.

2. Expressing a determination, command, or threat.

1. I will love,	1. We will love,
2. You shall love,	2. You shall love,
3. He shall love;	3. They shall love.

Present Perfect Tense.

The present perfect indicative is formed by joining the auxiliary *have* with the past participle of the verb.

SINGULAR.	PLURAL.
1. I have loved,	1. We have loved,
2. You have loved,	2. You have loved,
3. He has loved;	3. They have loved.

Past Perfect Tense.

The past perfect indicative is formed by joining the auxiliary *had* with the past participle of the verb.

SINGULAR.	PLURAL.
1. I had loved,	1. We had loved,
2. You had loved,	2. You had loved,
3. He had loved;	3. They had loved.

Future Perfect Tense.

The future perfect tense is formed by joining the future tense of the auxiliary *have* with the past participle.

SINGULAR.	PLURAL.
1. I shall *or* will have loved,	1. We shall *or* will have loved,
2. You shall *or* will have loved,	2. You shall *or* will have loved,
3. He shall *or* will have loved;	3. They shall *or* will have loved.

POTENTIAL MOOD.

Present Tense.

The present potential is formed by joining the auxiliaries *may, can,* or *must* with the root.

SINGULAR.	PLURAL.
1. I may * love,	1. We may love,
2. You may love,	2. You may love,
3. He may love;	3. They may love.

* Substitute *can* and *must.*

10. The rains descended and the floods came, and beat upon that house.
11. The merchant writes a despatch.
12. The merchant has written a despatch.
13. You play all day.
14. You have played all day.
15. I tell you I know not.
16. I have told you all I know.
17. They have sung that song remarkably well.
18. The messenger has just left.
19. He has sent away the ship.
20. We have finished this exercise.
21. I had sent the messenger before you arrived.
22. We saw the deer before we had passed through the woods.
23. After the moon had risen, the wind fell.
24. The train had gone before we reached the depot.
25. The sun had risen when we left home.
26. When the lion had shaken his victim, he left him.
27. They had thought we did not know of their conduct.
28. It appeared that the boy had come home immediately after he left school.
29. When she had thought a little she wept bitterly.
30. She had laid back all his sunny curls.
31. When once you shall have reached that happy shore, you will have no more sorrow.
32. I shall have walked to the depot before the train arrives.
33. Before Saturday the boys will have matured all their plans for the holidays.
34. The servant will go on the errand as soon as the messenger shall have returned.
35. The man will have paid dearly for his ignorance.
36. When this exercise is completed we shall have finished all the compound tenses.
37. She looks upon his lips, and they are pale;
    She takes him by the hand, and that is cold;
    She whispers in his ear a heavy tale,
    And opens both his eyes.

b.

In the following lines, change the verbs from the present tense to the past tense:

I shoot an arrow into the air,
It falls to earth, I know not where;
For so swiftly it flies, the sight
Can* not follow in its flight.

c.

Make this statement of *some time ago:* Steamers sail on the ocean.

Make this statement of *last night:* The fire burns brightly to-night.

Make this statement, using *ancient Greeks* instead of *we:* We admire fine statues.

Make this statement about the Germans *a thousand years ago:* The Germans love independence.

d.

From the following hints, write a short composition telling what you think *will be* the condition of the world a hundred years hence. Underline each verb in the *future tense.*

The ways of travelling then—balloons, etc.

The greatness of our country then—the number of people, etc.

Our knowledge of distant parts of the world then—the interior of Africa, the North Polar region, etc.

Will all the governments of Europe then be republics?

Women voting then—will a woman be President?

e.

State the mood and tense of each of the following verbs.

1. The village bell rings.
2. If you go, I shall follow you.
3. Scholars may go home when they have learned this lesson.
4. The storm has ceased.

---

* Change to *could.*

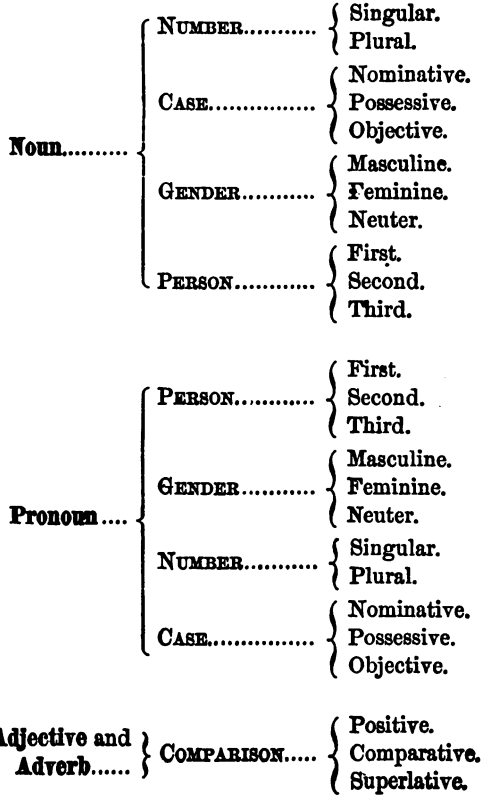
5. Come, all ye jolly shepherds.
6. The king can make a belted knight.
7. The merchant should have learned more caution.
8. My steps might break your rest.
9. If I had not watered the flowers they would have withered.
10. Go where glory waits you.
11. The sun could not shine, for dark clouds covered the sky.
12. Up from the ground he sprang, and gazed—
    But who can paint that gaze?
    It hushed their very hearts who saw
    Its horror and amaze:
    They might have chained him, as before
    That stony form he stood.

f.

Tell which verbs are *regular*, and which are *irregular*.

1. The famine came at last upon the land, and many perished for want.
2. Father sold his farm when he went to California.
3. The sun shone brightly yesterday.
4. Hearing the sound of footsteps, we resolved to go no farther.
5. Shakspeare wrote many dramas.
6. We hoped you would visit us when the leaves fell.
7. The American soldiers fought well.
8. The microscope shows us animalcules.
9. The fox will steal the hens.
10. The mechanic repaired the engine.
11. The study of history will improve our minds.
12. Adams died on the Fourth of July.
13. They grew in beauty side by side.
14. The church-bell rings.
15. We shall form our plans next week.
16. You wrote three hours last night.
17. I'm very lonely now, Mary,
    For the poor make few new friends;
    But oh! they love the better,
    The few our Father sends.

BLACKBOARD REVIEW.



- **Verb**
  - VOICE
    - Active.
    - Passive.
  - MOOD
    - Indicative.
    - Potential.
    - Subjunctive.
    - Imperative.
  - TENSE
    - Present.
    - Past.
    - Future.
    - Present Perfect.
    - Past Perfect.
    - Future Perfect.
  - PERSON
    - First.
    - Second.
    - Third.
  - NUMBER
    - Singular.
    - Plural.

REVIEW QUESTIONS.

I.

1. What are modifications of the parts of speech?
2. How many parts of speech have modifications?
3. Name three parts of speech having no modifications.
4. Which are the two principal modifications of the noun?
5. What two secondary modifications has the noun?
6. What is number in nouns?
7. What are the numbers?
8. Define singular number; plural number.

II.

1. How is the plural of nouns generally formed?
2. When is *es* added for the plural?
3. How do singular nouns ending in *y* preceded by a consonant form their plural?
4. How do some nouns ending in *f* or *fe* form their plural?

5. What is case in nouns?
6. How many cases are there?
7. What is the nominative case? possessive case? objective case?

III.

1. Which two cases of nouns have the same form?
2. What is the rule for forming the possessive singular of nouns?
3. What is the rule for forming the possessive plural of nouns?
4. Decline the noun *boy; man; lady; sheep.*
5. When is a noun said to be of the masculine gender? of the feminine gender? of the neuter gender?
6. What are the three persons of nouns?
7. Is person in nouns marked by the form of the word?

IV.

1. What four modifications have personal pronouns?
2. Decline *who; which.*
3. What is comparison?
4. Name the three degrees of comparison.
5. Give the general rule for forming the comparative and superlative degrees.
6. How are the comparative and superlative degrees generally formed in words of more than two syllables?
7. How are the comparative and superlative degrees of adverbs formed?

V.

1. What are the five modifications of verbs?
2. What are person and number in verbs?
3. How many persons are there? How many numbers?
4. How many tenses are there?
5. How many moods are there?
6. Define indicative mood; potential; subjunctive; imperative.
7. What are the two kinds of verbals?

VI.

1. What is the infinitive?
2. What is a participle?

3. What is voice in verbs?
4. Define active voice; passive voice.
5. What is a regular verb?
6. What is an irregular verb?
7. What is an auxiliary verb?

COMPOSITION EXERCISES.

a.—Composition from Outlines.

Write a composition on "My School Days," by stating some of the following facts:

1. When you began to go to school.
2. What schools you have attended.
3. The names of all your teachers.
4. What you have studied.
5. What your favorite studies are.
6. In what branches you excel.
7. Some incident of your school-life.

b.—Composition from Outlines.

From the following outlines write a composition on

MY NATIVE TOWN.

Outlines.

1. SITUATION: In what state, part of the state, and in what county; near what body of water, city or large town.
2. GENERAL DESCRIPTION: Size, pursuits of the people, trade, railroads, steamers, mills or manufactories.
3. SCENERY: Mention any lake, river, mountain, or other interesting object of natural scenery.

c.—Abstract from Memory.

FIVE PEAS IN ONE POD.—[*Adapted from Hans Andersen.*]

Once there were five peas growing in one pod. The peas were green, the pod was green, the vine was green, the leaves were green, and they thought all the world was green. The warm sun shone on

the vine—the summer rain watered it. The shell grew larger, and the peas grew bigger and bigger.

"Are we to lie here cooped up forever?" asked one.

"I am tired of it," said another.

"I fear we shall become hard," said a third.

"I want to see what there is outside," said a fourth; while the fifth, a very little pea, cried because he could not get out.

At length the vine turned yellow, the pod turned yellow, and the peas turned yellow.

"All the world is turning yellow," said the peas, with one voice.

Then there came an earthquake, the pod burst open with a crack, and all the five peas rolled out into the yellow sunshine. A little boy clutched them, and said they were fine peas for his pea-shooter. He put the biggest one into his gun, and shot it out.

"Catch me if you can," said the big pea.

"I shall fly straight into the sun," said the next one.

"I shall travel farthest," said the third pea.

"Let me alone," said the fourth.

"What is to be will be," said the little pea, as he shot up and lodged in an empty flower-pot in the window of a room where lay a poor sick girl.

Pretty soon the little pea sprouted, and began to grow up into a beautiful vine.

"Dear mother, I think I shall get well," said the little girl one day; "for my pea is growing famously."

"God grant it," said the mother; and she took a stick and tied a string to it, so that the green vine might have something to cling to.

After many days there stood a beautiful pink pea-blossom smiling in the warm sunshine. The little girl kissed it, and said, "Now I am sure I am going to get well."

SECTION V.

SYNTAX.

Syntax is that division of grammar which treats of the relations of words in sentences.

It is divided into two parts — parsing and the rules of construction.

Parsing consists in stating the class, subdivision, and modifications of the words in a sentence.

The rules of construction are statements of the general principles governing the relations of words in sentences.

I. Parsing.

In parsing the different parts of speech the method indicated in the following tables may be followed:

Noun..... ...
- Subdivision—*proper*, *common*, or *abstract*.
- Number—*singular* or *plural*. (Number in proper nouns may be omitted.)
- Case—*nominative*, *possessive*, or *objective* (as denoted by *form* or *use*).

Pronoun...
- Subdivision—*personal*, *relative*, or *interrogative*.
- Person—(in personal pronouns; in relative pronouns of the 1st or 2d person only).
- Number—*singular* or *plural*.
- Gender—(in personal pronouns of the 3d person singular only).
- Case—*nominative*, *possessive*, or *objective*.

Adjective... { SUBDIVISION—*limiting* (pronominal) or *qualifying*.
COMPARISON—*positive*, *comparative*, or *superlative*.
OFFICE—*attributive* or *complementary*.

Verb..... { CONJUGATION—*regular* or *irregular*.
SUBDIVISION—*transitive* or *intransitive*.
VOICE—*active* or *passive*.
MOOD—*indicative*, *potential*, etc.
TENSE—*present*, *past*, etc.
PERSON—*first*, *second*, or *third*.
NUMBER—*singular* or *plural*.

Adverb..... { SUBDIVISION—*simple* or *conjunctive*.
COMPARISON—(if *comparative* or *superlative*).

Prepositions....words connected.
Conjunctions...words or propositions connected.

II. RULES OF CONSTRUCTION.

Rule I.—The subject of a verb is in the nominative case.

Rule II.—A verb agrees with its subject in person and number.

Rule III.—Adjectives and participles modify nouns or pronouns.

Rule IV.—A noun modifying another noun signifying a different thing is in the possessive case.

Rule V.—A noun or pronoun used to explain another noun or pronoun is put by apposition in the same case.

Rule VI.—The object of a transitive verb is in the objective case.

Rule VII.—A noun or pronoun used as the complement of an intransitive or a passive verb is in the nominative case.

Rule VIII.—An adverb modifies a verb, an adjective, or another adverb.

Rule IX.—A pronoun agrees in person, gender, and number with its antecedent or the word that it represents.

Rule X.—1. A preposition joins a noun or pronoun to some other word.

2. A noun or pronoun depending on a preposition is in the objective case.

Rule XI. — Conjunctions connect words, phrases, or propositions.

Rule XII.—1. A noun or pronoun whose case depends on no other word is put in the nominative case.

2. The interjection has no grammatical relation to the other parts of the sentence.

THE SUBJECT.

Rule I.—The subject of a verb is in the nominative case: as—

1. *Water* consists of two gases.
2. *He* is the man *who I* think wrote the letter.

Model for Parsing.

water...is a common noun, of the singular number and nominative case, subject of the verb "consists," according to Rule I.

he.....is a personal pronoun, of the third person, singular number,

masculine gender, and nominative case, subject of the verb "is," according to Rule I.

who.....is a relative pronoun, of the singular number and nominative case, subject of the verb "wrote," according to Rule I.

I.....is a personal pronoun, of the first person, singular number, nominative case, subject of the verb "think," according to Rule I.

EXERCISE 37.

In the following sentences parse the subjects according to the model.

1. Books are not dead things.
2. The teacher taught the pupils to sing.
3. The crows which are feeding in the field are easily frightened.
4. I heard a wonderful story when I was a little girl.
5. We will know our lesson better to-morrow.
6. He lives in the old cottage at the foot of the hill.
7. And the mother gave, in tears and pain,
   The flowers she most did love;
   She knew she should find them all again,
   In the fields of light above.

CAUTION.—**Never use a pronoun in the objective case as the subject of a verb:** thus—

Betsey and *me* were out.

This is incorrect, because the pronoun "me" in the objective case is made the subject of the verb "were." It should be, "Betsey and *I* were out."

EXERCISE 38.

Correct by the caution the following examples:

1. Suppose you and me go a-gunning.
2. Ida is the girl whom we supposed would read the poem.
3. Who will go after a pail of water? Her and me [will go].

4. Who did the mischief? Them [did].
5. Them are the books which we wanted.
6. You learn faster than me [learn].

AGREEMENT OF THE VERB.

Rule II.—A verb agrees with its subject in number and in person: as—

1. I *am* that merry wanderer.
2. A bee among the flowers of spring *is* one of the most cheerful objects that can be seen.

Model for Parsing.

am.....is an irregular intransitive verb (be), of the indicative mood, present tense, first person singular, and agrees with its subject "I," according to Rule II.

is.....is an irregular intransitive verb, of the indicative mood, present tense, third person singular, and agrees with its subject "bee," according to Rule II.

can be seen...is an irregular transitive verb (see), of the passive voice, potential mood, present tense, third person plural, and agrees with its subject "that."

EXERCISE 39.

In the following sentences parse the verbs according to the model.

1. Letters pass through the post-office.
2. We wandered across the meadows.
3. The goats were feeding on the mountain-side.
4. Still waters run deep.
5. Where have you been?
6. Men may come, and men may go.
7. "For oh!" say the children, "we are weary,
   And we cannot run or leap."

CAUTION.—Words or phrases qualifying the subject must not affect the number of the verb: thus—

The sound of many voices *reach* my ear.

Incorrect: because the verb "reach" is plural, while its subject "sound" is singular. It should be, "The sound of many voices *reaches* my ear."

Special Rules under Rule II.

SPECIAL RULE I.—Two or more subjects in the singular connected by AND, and conveying plurality of idea, require a verb in the plural: as—

1. Gold and iron *are* metals.
2. Mary and Ida *seem* happy.

CAUTION.—When two singular nouns convey the idea of one person or thing, or when they are preceded by EACH, EVERY, or NO (and are thus taken separately), the verb must be in the singular: as—

The soldier and statesman who secured our liberties *were* born in Virginia.

Incorrect: because the nouns "soldier" and "statesman" denote one person (Washington), and hence should take a verb in the singular. But "were born" is plural. It should be "was born."

SPECIAL RULE II.—Two or more subjects in the singular connected by OR or NOR require a verb in the singular: as—

1. Either the man or his wife *has* stolen my watch—(not "*have* stolen my watch").
2. Neither the day nor the hour *has* been appointed—(not "*have* been appointed").

SPECIAL RULE III.—Collective nouns require a verb in the singular when the sense is singular, and in the plural when the sense is plural: as—

The regiment *was* composed of many men.

We think of the *regiment* (though composed of many men) as forming one body. The sense is singular, and hence the verb "was composed" is singular also.

The people *were* greatly displeased.

We do not think of "people" as denoting one body: it has the sense of many persons, *each* of whom "*was displeased.*" Hence the verb is plural.

EXERCISE 40.

Correct these examples by Rule II., or the Special Rules or Cautions.

By Rule II.

1. What was you doing and where was you going?
2. Cowardice and treachery generally goes together.
3. Romulus and Remus was twin brothers.
4. Many who was slain lies in unknown graves.
5. Six months' interest are due.
6. Honor and shame from no condition rises.
7. The number of senators from each of the states are limited to two.
8. Nitrogen and oxygen united forms the air which we breathe.

By Special Rule I.—Caution.

1. Each book and each paper were carefully examined.
2. My friend and companion have often warned me of the danger.
3. No oppression, no tyrant reign here.
4. Bread and milk are good for children.
5. Every emotion and every operation of the mind have a corresponding expression of the countenance.
6. For a laggard in love and a dastard in war
   Were to wed the fair Ellen of brave Lochinvar.

By Special Rule II.

1. When sickness or misfortune overtake us, the sincerity of friendship is tested.
2. A man's being rich or his being poor do not affect his character for integrity.
3. Neither the man nor his son were present.

By Special Rule III.

1. The army were large.
2. The Board of Education have passed the resolution unanimously.
3. The Senate of the United States have adjourned.
4. The fleet have been scattered by the storm.

ADJECTIVES AND PARTICIPLES.

Rule III. — Adjectives and participles modify nouns or pronouns: as—

1. Around the fire one wintry night
   The farmer's rosy children sat.
2. The king, surrounded by his courtiers, proceeded to the palace.

Model for Parsing.

the.....is a limiting adjective (or, an article) modifying the noun "fire," according to Rule III.

one.....is a limiting adjective modifying the noun "night," according to Rule III.

wintry.....is a qualifying adjective modifying the noun "night," according to Rule III.

rosy.....is a qualifying adjective modifying the noun "children," according to Rule III.

surrounded.....is a participle modifying the noun "king," according to Rule III.

EXERCISE 41.

In the following sentences parse the adjectives and participles according to the model.

1. The singing birds have come at last.
2. Upon a barren steep,
   Above a stormy deep,
   I saw an angel, watching the wild sea.
3. At church, with meek and unaffected grace,
   His looks adorned the venerable place.

4. The large black cat killed the bird.
5. The great, heavy iron* bar fell on the unfortunate man, killing him instantly.
6. The long rows of quaint black piles, shiny and wet and weather-worn, with funeral garlands of sea-weed twisted about them by the late tide, might have represented an unsightly marine cemetery.

CAUTION.—The following errors in the use of adjectives are to be carefully avoided:

1. The use of *these* or *those* for *this* or *that* with a singular noun. Say "*this* sort of people," "*that* kind of horses"—not "*these* sort of people," "*those* kind of horses."
2. The use of the pronoun *them* for the adjective *those*. Say "*those* carriages," "*those* apples"—not "*them* carriages," "*them* apples."

Special Rules under Rule III.

1. The Articles.

SPECIAL RULE I.—When two or more nouns or adjectives refer to the same thing, the article is prefixed to the first only; but if they refer to different things, the article should be repeated with each: thus—

1. *The* governor and commander-in-chief has arrived (that is, one person).
2. The governor and *the* commander-in-chief have arrived (that is, two persons).
3. He lives in *a* long and narrow street (one street).
4. *The* rich and *the* poor have a common interest (two classes).

2. Comparison.

SPECIAL RULE II.—An adjective is used in the comparative degree when two objects are compared, in the superlative when more than two: as—

1. Gold is *heavier* than iron.
2. Mercury is the *heaviest* of metals.

---

* Noun used as an adjective.

3. Predicate Adjective.

SPECIAL RULE III.—**A predicate adjective relates to the subject of the verb**: as—

1. Iron is *hard*.
2. The fruit seems *ripe*.

CAUTION.—**An adverb should not be used in place of a predicate adjective**: thus—

The rose smells *sweetly;* The velvet feels *smoothly*.

The adverbs "sweetly" and "smoothly" are here used incorrectly for the adjectives *sweet* and *smooth*.

The rose does not really "smell" or the velvet "feel;" what is meant is that the rose *is sweet* to the smell or scent, and that the velvet *is smooth* to the touch. In each case it is the subject, not the verb, that is to be modified, and hence an adjective, not an adverb, is required.

NOTE.—The following verbs, each containing the force of the verb *to be*, require to be followed by a predicate adjective when the subject is to be modified:

1. smell.	3. look.	5. become.
2. feel.	4. taste.	6. grow.

EXERCISE 42.

Correct the following examples:

1. Them apples are sour.
2. Those sort of people are always complaining.
3. Hand me them slates.
4. I am very fond of those sort of apples.
5. The president, secretary, and treasurer have arrived.
6. Benjamin Franklin, the philosopher and the statesman, lived in Philadelphia.
7. I passed a man and boy on my way to town.
8. Silk is a fine and a delicate fibre.

9. This is the best house of the two.
10. Which is the oldest, William or Edwin?
11. The lemon tastes sourly.
12. Miss Smith looks beautifully.
13. Mary sings sweet.

THE POSSESSIVE CASE.

Rule IV.—A noun modifying another noun signifying a different thing is in the possessive case: as—

Ladies' and *children's* shoes are sold here.

Model for Parsing.

ladies'.....is a common noun, of the plural number and possessive case, modifying "shoes," according to Rule IV.

children's.....is a common noun, of the plural number and possessive case, modifying "shoes," according to Rule IV.

EXERCISE 43.

In the following sentences parse the possessive nouns according to the model.

1. John's book was torn.
2. My sister's hat was blown into the river.
3. Have you ever seen Webster's Spelling-book?
4. Richer by far is the heart's adoration.
5. Whitney's invention of the cotton-gin was one of the most important ever made.
6. Order is heaven's first law.
7. We bought the shoes at Sutherland's.*
8. That book is Richard's.†
9. Did the War of 1812 happen in Adams's‡ or in Madison's administration?
10. Let all the ends thou aim'st at be thy country's, thy God's, and truth's.

---

* Supply *store.* † Supply *book.* ‡ Supply *administration.*

CAUTION.—Never omit the sign of possessive in writing the possessive case of a noun, nor employ it in writing that of a pronoun: as—

Write *boy's, boys', child's, children's*—not *boys, childs, childrens.* Write *hers, its, ours, yours, theirs*—not *her's, it's, our's, your's, their's.*

Special Rule under Rule IV.

When two or more nouns in the possessive case are connected and denote joint owners of the same thing, the sign of possessive is suffixed to the last noun only: as—

"Ball and *Black's* store."

But when they denote separate owners of different things, the sign of possessive is suffixed to each noun: as—

"*Webster's* and *Worcester's* dictionaries."

EXERCISE 44.

Correct these examples by Rule IV. or Special Rule.

1. "Ladie's and gentlemens boots and shoes" was painted over the door.
2. Men and women's shoes are made here.
3. The United States was at war during Madison and Lincoln's administrations.
4. Did you ever hear of Mason's and Dixon's line?
5. Have you read any of Dickens or Thackeray's works?
6. That is Thomas kite.
7. The blame is their's, not yours'.

APPOSITION.

Rule V.—A noun or pronoun used to explain another noun or pronoun is put by apposition in the same case: as—

1. Milton, the English *poet*, wrote *Paradise Lost.*
2. The Christians were persecuted by Nero, the infamous emperor.

Model for Parsing.

poet.....is a common noun, of the singular number and nominative case, in apposition with the subject "Milton."

emperor...is a common noun, of the singular number and objective case, in apposition with "Nero."

EXERCISE 45.

Parse the nouns in apposition.

1. The potato, a root much used for food, was first grown in America.
2. Franklin, the philosopher, discovered the identity of lightning and electricity.
3. That useful animal, the camel, is found in Asia and Africa.
4. Have you studied the geography of Asia and Africa, two grand divisions of the globe?
5. Cicero, the greatest orator among the Romans, was put to death.
6. I did not know him, the gentle boy.
7. He shot the albatross, that strange bird.
8. I, John Barclay, solemnly affirm.
9. We, the people of the United States, declare this constitution.
10. Do we not admire those brave men, the mountaineers of Switzerland?

THE OBJECTIVE CASE.

Rule VI.—The object of a transitive verb is in the objective case: as—

Follow *me*. Who killed the *deer*?

Model for Parsing.

me.....is a personal pronoun, of the first person, singular number, and objective case, object of the transitive verb "follow," according to Rule VI.

deer.....is a common noun, of the singular number and objective case, object of the transitive verb "killed," according to Rule VI.

EXERCISE 46.

In the following sentences parse the objects according to the model.

1. Fulton invented the steamboat.
2. We have just received our presents.
3. Me he restored, and him he hanged.
4. They saw us as we entered the carriage.
5. Who called her?
6. Whom did she call?
7. She sang the song most beautifully.

CAUTION.—**Never use a pronoun in the nominative case as the object of a transitive verb:** as—

Who did you see at church?

This is incorrect: because the pronoun "who" in the nominative case is made the object of the verb "did see." It should be, "*Whom* did you see?"

Special Rules under Rule VI.

SPECIAL RULE I.—**The indirect object of a transitive verb may be in the objective case without a preposition:** as—

Give *me* a book.

The indirect object shows that *to* or *for* which anything is or is done.

SPECIAL RULE II.—**The infinitives or participles of transitive verbs may govern objects in the objective case:** as—

1. To love our *enemies* is a Christian duty.
2. The thief, seeing the *officer*, ran away.

EXERCISE 47.

Correct these examples by the Caution:

1. The teacher asked my sister and I to come.
2. Is this the boy who you wanted?
3. Who did she marry?

4. They that honor me I will honor.
5. She told somebody, but I don't know who.
6. They who we injure we dislike.

COMPLEMENT.

Rule VII.—A noun or pronoun used as the complement of an intransitive or a passive verb is in the nominative case: as—

1. Cæsar was a great *general* [nom. case].
2. The girl becomes a *woman* [nom. case].
3. Henry was chosen *captain* [nom. case].
4. It proved to be *she* [nom. case].

Model for Parsing.

general (sentence 1)...is a common noun, of the singular number and nominative case, complement of the intransitive verb "was," according to Rule VII.

captain (sentence 3)...is a common noun, of the singular number and nominative case, complement of the passive verb "was chosen," according to Rule VII.

she (sentence 4).....is a personal pronoun, of the third person, singular number, feminine gender, and nominative case, complement of the intransitive verb "to be," according to Rule VII.

EXERCISE 48.

a.

In the following sentences parse the complements according to the model.

1. Gold and silver are precious metals.
2. Mecca is a holy city.
3. John was called the beloved disciple.
4. The boy seems a scholar.
5. Study was always his delight.
6. The food appears to be poison.

7. If I were she I would improve my opportunities.
8. Do you think it was she?
9. Men are but children of a larger growth.
10. Webster and Ashburton were appointed commissioners to settle the boundary question.
11. John proved a worthy successor to his brother.
12. Some mossy bank my couch must be,
Some rustling oak* my canopy.

b.

Correct the violations of Rule VII.

1. Who struck the bell? It was him.
2. It is them that you mean, not us.
3. It could not possibly have been her.
4. I took it to be she.
5. Who do you imagine him to be?
6. It was him who issued the order, although the people for a long time disbelieved it to be he.
7. I should try to do better if I were him.

ADVERBS.

Rule VIII.—An adverb modifies a verb, an adjective, or another adverb: as—

1. *Merrily, merrily* went the bark.
2. The frost is *intensely* severe.
3. Pianists move their fingers *very* quickly.

Model for Parsing.

merrily.....is an adverb, modifying the verb "went," according to Rule VIII.

intensely.....is an adverb, modifying the adjective "severe," according to Rule VIII.

very.....is an adverb, modifying the adverb "quickly," according to Rule VIII.

---

* Supply *must be.*

EXERCISE 49.

In the following sentences parse the adverbs according to the model.

1. The very fairest flowers usually wither most quickly.
2. Slowly and sadly we laid him down.
3. The pupil has answered very well.
4. When are you coming?
5. We will know our lesson better to-morrow.
6. She loved not wisely, but too well.

CAUTION I.—**Never use two negatives to express a negation:** thus—

I have not been nowhere.

This is incorrect: "not nowhere" implies *somewhere*. It should be "I have been *nowhere*," or "I have *not* been *anywhere*."

CAUTION II.—**Never use an adjective where an adverb is required:** thus—

1. The army marched *rapidly*—(not *rapid*).
2. The horse trots *well*—(not *good*).
3. The bird sings *beautifully*—(not *beautiful*).

Special Rules under Rule VIII.

SPECIAL RULE I.—**Adverbs should be so placed in a sentence as to qualify the word intended:** thus—

1. He came to see me *only* once.
2. He *only* came to see me once.

These two sentences have different meanings according as the adverb "only" is placed so as to qualify *once* or *came*. The first means, "He came to see me *only* once," *not oftener*. The second means, "He *only* came to see me once"—*he did nothing else*.

SPECIAL RULE II.—**A noun denoting direction, time, distance, value, etc., is in the objective case without a preposition:** thus—

1. The scholars have gone *home*—(modifying "have gone").

2. That girl is fifteen *years* old—(modifying "old").
3. There is a pole twenty *feet* high—(modifying "high").

NOTE.—A noun thus used is called the *objective adverbial.*

EXERCISE 50.

Correct the violations of Rule VIII.

1. I don't like geography nohow.
2. I did not get no dinner to-day.
3. Can your father not do no work?
4. He did not say nothing.
5. Pauline writes elegant.
6. Joseph reads very slow.
7. The wounded man began to rapidly fail.
8. He was an uncommon tall man, with an exceeding long neck.
9. I wish you to deeply ponder this, and to seriously consider it.
10. Speak distinct, write careful, and spell correct.

PRONOUNS.

Rule IX.—A pronoun agrees in person, gender, and number with its antecedent or the word that it represents: thus—

1. The lady went to Europe in spring, but she has returned.
2. The lady who went to Europe has returned.

Model for Parsing.

she.....is a personal pronoun, of the third person, singular number, and feminine gender, to agree with the noun "lady," which it represents, according to Rule IX.

who.....is a relative pronoun, of the third person, singular number, and feminine gender, to agree with its antecedent "lady," according to Rule IX.

EXERCISE 51.

Parse the pronouns for person, gender, and number.*

1. The snow fell fast, but it melted as fast.
2. The French retreated, leaving their wounded behind them.
3. My sister and I had scarcely reached our† home when we† set off again.
4. Some plants are peculiar to certain districts: they are always found in them.
5. The man who found the money restored it.
6. The girls who were caught in the shower took refuge in the cave.
7. This is the same book that I saw yesterday.
8. The sea, which washed the shore, was covered with wrecks.
9. I that denied thee gold will give my heart.

CAUTION.—Do not use a personal pronoun as subject of a verb when the verb has already a noun for its subject: thus—

Say "Richard went to school"—not "Richard *he* went to school."

NOTE.—In poetry both nouns and pronouns are often used: as, "The deck it was their field of fame." But in prose we should say, "The deck was their field of fame."

Special Rules under Rule IX.

SPECIAL RULE I.—When a pronoun is used to represent two or more singular nouns, it must be singular or plural, according as the verb agreeing with the nouns is singular or plural: thus—

1. Webster and Clay were distinguished for *their* oratory.
2. The celebrated painter and sculptor died before *he* was fifty years of age.

---

* The *case* of a pronoun depends on its use in the sentence.

† In sentences of this nature, the teacher has simply to ask what pronoun could be substituted for "my sister and I" to enable the pupil to observe the usage. No special rule is required.

3. Every act and every thought has *its* effect on our character.
4. Every boy and girl must take *his* or *her* own seat.*
5. Will Jennie or Hattie sing us *her* favorite song?

SPECIAL RULE II.—A collective noun is represented by a pronoun in the singular number when the meaning of the noun is singular, but by a plural pronoun when the meaning is plural: thus—

1. Congress will hold *its* session till March.
2. The people were divided in *their* opinion.

SPECIAL RULE III.—The relative pronoun THAT should be used in preference to WHO or WHICH in the following cases:

1. After the interrogative pronoun *who:* as, "Who *that* heard it will believe it?"
2. After an antecedent preceded by the adjectives *some, same, any:* as, "Some people *that* were there said so;" "This is the same man *that* you saw;" "Do you know any person *that* thinks so?"
3. After an adjective in the superlative degree: as, "These apples are the best *that* can be found."
4. After two antecedents, one requiring *who* and the other *which:* as, "The boy and the dog *that* you saw are gone."
5. Whenever we wish to restrict the meaning of the antecedent.

NOTE.—When *who* or *which* means "and he," "and it," etc., it introduces an additional or explanatory statement; *that* introduces a clause without which the antecedent is incomplete, and hence is *restrictive.* Thus—

I heard the news from my friend, *who* [and he] heard it from the passengers *that* [restrictive] arrived last night.

SPECIAL RULE IV.—In the position of singular pronouns of different

* In sentences like this, the selection of pronouns is often difficult. We must not use the plural pronoun *their*, since the adjective "every" implies that each one is taken separately, and "his" must be represented by a singular pronoun. To "his or her own seat," though correct, is very formal; and perhaps the best way is to change the form of expression and say: "All boys and girls must take their own seats."

persons, the second (YOU) precedes the others (HE, SHE, IT, I); and the third (HE, SHE, IT) precedes the first (I): as—

"*You* and *he* will go;" "*He* and *I* will go."

NOTE.—A noun has the same place as a third personal pronoun: as, "He says he saw either my *cousin* or *me*."

With the plural pronouns, *we* has the first place, *you* the second, and *they* the third: as, "*We* and *they* start to-morrow."

EXERCISE 52.

Correct the violations of Rule IX.

1. Every man is the architect of their own fortune.
2. The army dragged themselves along through the mud.
3. Every boy and girl must learn their lesson.
4. The dog is a faithful animal when their master is kind to them.
5. Anybody in their senses would have known better.
6. A Franklin or a Jefferson renders great service to their country.
7. I would have told him and you a piece of news if you had stayed.
8. Every passenger must first buy their ticket.
9. Richard he went to school.
10. Eva she forgot her lunch-basket.
11. The dog it ran down the street.
12. An invitation was sent to me and George.

OBJECTIVE AFTER A PREPOSITION.

Rule X.—I. A preposition joins a noun or pronoun to some other word.

II. A noun or a pronoun depending on a preposition is in the objective case.

I had a little daughter,
  And she was given to me
To lead me gently backward
  To the heavenly Father's knee.

Model for Parsing.

me.....is a personal pronoun, of the first person, singular number, and objective case, depending on the preposition "to," according to Rule X.

knee.....is a common noun, of the singular number and objective case, depending on the preposition "to," according to Rule X.

CAUTION.—When a pronoun is remote from the preposition on which it depends, care should be taken that it has the proper objective form: thus—

Who does this slate belong *to?*

This is incorrect: the pronoun "who" in the nominative depends on the preposition "to;" but according to Rule X. a noun or a pronoun depending on a preposition should be in the objective case. Hence it should be "*Whom* does this slate belong to?" or "*To whom* does this slate belong?"

EXERCISE 53.

Correct the violations of Rule X.

1. Between you and I all that glitters is not gold.
2. Come along with William and I.
3. So you must ride
   On horseback after we.
4. He is a friend who I am greatly indebted to.
5. Who did you give the apple to?
6. We then saw that it was no other but he.

CONJUNCTIONS.

Rule XI.—Conjunctions connect words, phrases, or propositions: as—

Mars *and* Jupiter are planets—(joining two words).

Nor up the lawn, *nor* at the wood was he—(joining two phrases).
He is poor, *but* he is honest—(joining two propositions).

Model for Parsing.

and.....is a conjunction, connecting the nouns "Mars" and "Jupiter," according to Rule XI.

but.....is a conjunction, connecting the propositions "He is poor" and "He is honest," according to Rule XI.

EXERCISE 54.

In the following sentences parse the conjunctions according to the model.

1. The lion and the lamb shall lie down together, and a little child shall lead them.
2. He departed from home, but he soon returned.
3. He forsook his home and his friends.
4. Lightly and brightly breaks away
   The morning from her mantle gray.
5. The trees have lost their foliage, because autumn has come.
6. Seasons return, but not to me returns
   Day, or the sweet approach of even or morn.

NOMINATIVE INDEPENDENT AND ABSOLUTE. — THE INTERJECTION.

Rule XII.—I. A noun or pronoun whose case depends on no other word is put in the nominative case.

II. The interjection has no grammatical relation to the other parts of the sentence.

I. A noun or pronoun is used *independently* when it has no grammatical relation to the rest of the sentence. There are two principal uses of this construction:

1. In naming a person or thing addressed: as—

Plato, thou reasonest well.

O *thou*, who art with glory and majesty crowned!

2. When a noun or pronoun is joined with a participle to form a phrase not grammatically connected with the rest of the sentence: as—

The *storm* having ceased [phrase independent], we departed.

Model for Parsing.

Plato...is a proper noun, in the nominative case independent, according to Rule XII.

storm...is a common noun, of the singular number and nominative case, nominative absolute (with the participle "having ceased"), according to Rule XII.

O.....is an interjection, and has no grammatical relation to the other parts of the sentence, according to Rule XII.

EXERCISE 55.

Parse the nouns in the nominative independent or absolute.

1. Begone, dull care, for thou and I can never agree.
2. False wizard, avaunt!
3. The president having given his assent, the bill became a law.
4. O liberty, how many crimes are committed in thy name.
5. The old oaken bucket, the iron-bound bucket,
   The moss-covered bucket that hangs in the well!
6. Our task being finished, we were allowed to play.
7. Listen, my children, and you shall hear
   Of the midnight ride of Paul Revere.

ADDITIONAL RULES.

I. Rule for the Infinitives.

An infinitive may be used as a noun, an adjective, or an adverb, and when dependent is governed by the word which it limits.

ILLUSTRATIONS.

1. *To walk* [or *walking*] is healthy—[used as a *noun* and subject of the verb "is"].
2. I like *to walk*—[used as a *noun* and object of the verb "like"].
3. A time *to laugh*—[used as an *adjective* and governed by the noun "time," which it limits].
4. Permission *to speak*—[used as an *adjective* and governed by the noun "permission," which it limits].
5. I have come *to see* you—[used as an *adverb* and governed by the verb "have come," which it limits].
6. Wonderful *to relate*—[used as an *adverb* and governed by the *adjective* "wonderful," which it limits].

II. Rule for the Subjunctive Mood.

The subjunctive mood is used in a subordinate proposition when both contingency and futurity are expressed, or when the contrary fact is implied: as—

1. If he *continue* to study, he will improve.
2. If he *were* guilty [as he is *not*], he would suffer.

NOTES.

I. When a condition is assumed as real the statement is made by means of the indicative: as—

1. If he *has* money [as it is assumed he has], he keeps it.
2. If he *is* guilty [as he probably is], he will suffer.

II. A good practical rule with respect to the use of the subjunctive is that it is to be employed *whenever a potential or a future auxiliary is implied:* thus—

1. Though he [*may*] *slay* me, I will trust in him.
2. Go thy way lest a worse fate [*should*] *befall* thee.
3. If it *were* [*should be*] done, when 'tis done, then *'twere* [*would be*] well it *were* [*should be*] done quickly.

MISCELLANEOUS EXAMPLES OF FALSE SYNTAX FOR CORRECTION.

I.

1. The pyramids of Egypt has stood thousands of years.
2. Neither the time nor the place of Homer's birth are known.
3. My books was bought at Brown's the bookseller's.
4. The hunter shot an owl, squirrel, eagle, and quail.
5. An honest and an honorable man is always respected.
6. This book is the largest and costliest of the two.
7. Select either of the three books on the table.
8. I, he, and you are all going there together.
9. Who shall we invite to our party next week?
10. I think it was neither him nor her who did it.
11. They say they will not give me no more money.
12. You neither care for us or anybody else.
13. Wisdom and prudence dwell with the lowly man.
14. Neither of the boys were able to pass examination.
15. If I was him I would accept the office.
16. He hasn't got no money to pay for it with.
17. Avarice is one of those passions which is never satisfied.
18. The news have just been received by telegraph.
19. Much depends on a man doing right.
20. Are the visitors from the city arrived yet?

II.

1. The teacher told every scholar to bring their books.
2. Every boy and every girl were at school in season.
3. Each one of us have as much as they can do.
4. She sung very fine and looked very prettily.
5. We should help them friends which help us.
6. Who did you give the apple to?
7. London is larger than any city in the world.
8. You cannot be her.
9. Father brought some candy to divide between us all.
10. Who did you say you went to visit?

11. He is the richest man who I know of.
12. The ladie's parlor is finer than the gentlemens'.
13. It is more hard to work than play.
14. Believe me, I'll never do so no more again.
15. Will we have a vacation next week.
16. The number of inhabitants exceed forty million.
17. I saw four horses, but did not buy either of them.
18. Grammar learns us to write correct and speak proper.
19. Was you living there at that time.
20. I will drown, and nobody shall help me.

COMPOSITION EXERCISES.

From each of the following sets of subjects select the subject which suits you best, and write a composition about it:

FIRST SET.

1. Housekeeping.
2. Haying-time.
3. A husking.
4. Making cider.
5. Making wine.
6. Picking cotton.

SECOND SET.

Write some anecdote that you have read about any one of the following animals:

1. The monkey.
2. The wolf.
3. The bear.
4. The dog.
5. The fox.
6. The lion.

THIRD SET.

Write from memory a short sketch of one of the following stories:

1. Bluebeard.
2. Robin Hood.
3. Cinderella.
4. Arabian Nights.
5. Robinson Crusoe.
6. Jack the Giant Killer.

FOURTH SET.

Write a short description, telling how the following products are cultivated:

1. Wheat.
2. Corn.
3. Cotton.
4. Tobacco.
5. The grape.
6. Flax.
7. Hops.
8. Sugar.

FIFTH SET.

1. Story of a boy and a purse of gold.
2. Story of a hunter and a bear.
3. Story of a girl and her lamb.

SIXTH SET.

1. Autobiography of a ring.
2. Autobiography of a cat.
3. Autobiography of a knife.
4. Autobiography of a mouse.

SEVENTH SET.

1. A ghost story. 2. A witch story.

EIGHTH SET.

On a subject chosen by yourself, write the best composition you can, as a specimen of your ability to write good English. After you have made the first draft, go carefully over it, correcting errors and improving your sentences. Then copy the whole in your best style of penmanship.

SECTION VI.

ANALYSIS AND SYNTHESIS.

LV.—DEFINITIONS.

I. Subject and Predicate.

I. **Analysis** is the separation of a sentence into the parts, or *elements*, of which it is composed.

II. **Synthesis** is the process of constructing sentences from their elements.

III. A **sentence** is a combination of words expressing a complete thought.

IV. The principal elements of a sentence are the *subject* and the *predicate*.

The **subject** represents that of which something is stated: as, "*Birds* sing."

The **predicate** tells what is stated of the subject: as, "Birds *sing*."

V. An **adjunct**, or modifier, is a word (or words) added to the subject or predicate to limit or modify its meaning: as, "The *big* fire burns *brightly*."

VI. The **simple subject** is the subject without adjuncts: as, "*Fire* burns."

VII. The **complete subject** is the simple subject with its adjuncts: as, "*The big* FIRE burns."

VIII. The **simple predicate** is the predicate verb: as, "The big fire *burns*."

IX. The **complete predicate** is the predicate verb with its adjuncts: as, "The big fire BURNS *brightly*."

X. A **proposition** is the combination of a subject with a predicate, forming either an independent or a dependent statement. Thus—

1. Life is but an empty dream—[independent statement].
2. Tell me not *that life is but an empty dream*—["that life is but an empty dream" a dependent statement, because the object of the verb "tell"].

EXERCISE 56.

a.

In the following sentences select, first the simple subjects and predicates, and then the complete subjects and predicates.

1. The army advanced rapidly.
2. Great men are rare.
3. The huntsman's horn awoke the echoes.
4. Many friends of my youth have perished.
5. The little bird's song is sweet.
6. Franklin, the great philosopher, was an American.
7. The bright fire soon warmed our hands.
8. The garden has many beautiful flowers in full blossom.
9. We must not eat unripe fruit.
10. The apples will be ripe soon.
11. Where has your brother gone?
12. How cool the air is!

b.

In the following sentences, expand the subject by means of adjective words, adjective phrases, or both.

MODEL: "The bridge spans the river." *Enlarged*—"The great iron bridge, built by a skilful engineer, spans the river."

1. The bridge spans the river.

2. The mechanic repaired the engine.
3. Snakes infest the country.
4. Milton wrote *Paradise Lost.*
5. Birds fly.
6. The fox stole the hens.
7. Bees gather honey.
8. Music soothes.
9. The fire burns.
10. The day is passed.
11. Humboldt is dead.
12. Books please me.

c.

In the following sentences, expand the predicate by means of adverbs, adverbial phrases, or both.

MODEL: "We go to swim." *Enlarged*—"We often go to swim in the river."

1. We go to swim.
2. The moon shines.
3. They learn their lessons.
4. The American soldiers fought.
5. James wrote a letter.
6. It is pleasant to watch the stars.
7. We took shelter.
8. The fire burns.
9. Bees gather honey.
10. The microscope shows us animalcules.
11. Birds fly.
12. Fishes swim.

II. ELEMENTS OF THE SENTENCE.

I. A **phrase** is a combination of related words forming an element of a sentence.

1. A phrase is generally introduced by a preposition, a participle, *or an infinitive*: as—

The study *of history* improves the mind—[phrase introduced by a preposition].

The balloon, *filled with gas*, floated up in the air—[phrase introduced by a participle].

To forget an injury is the mark of a noble mind—[phrase introduced by an infinitive].

2. A phrase is equivalent to a noun, an adjective, or an adverb. When equivalent to a noun it is called a *noun* phrase; when equivalent to an adjective, an *adjective* phrase; when equivalent to an adverb, an *adverbial* phrase.

II. A **clause** is a dependent, or subordinate, proposition, introduced by a connective: as—

1. He will learn *if you teach him.*
2. I shall be ready *when you call.*

III. Sentences are classed as *simple*, *complex*, and *compound.*

A **simple** sentence consists of one independent proposition: as—

The earth rotates.

A **complex** sentence consists of one independent (or principal) proposition and one or more clauses: as—

We succeed [principal statement] because we persevere [clause].

A **compound** sentence consists of two or more independent propositions: as—

The fields are fragrant *and* the woods are green.

IV. According to their use, sentences are classed as *declarative*, *interrogative*, *imperative*, and *exclamative.*

☞ For the definition of these terms, see page 23.

LVI.—ANALYSIS OF THE SIMPLE SENTENCE.

1. Nature of the Simple Sentence.

I. The simple subject of a simple sentence consists of a word or a phrase.

Word Subject.....
- *Gold* is a metal—[noun subject].
- *We* hear the music—[pronoun subject].
- *To walk* is good exercise—[infinitive subject].

Phrase Subject...
- *Where to go* is the question.
- *Fishing for trout* is fine fun.
- *To die for one's country* is sweet.

II. The simple subject of a simple sentence may be modified by adjective *words* or adjective *phrases*.

III. An adjective word may be—

1. An adjective: as, "*bright* skies;" "*some* books."
2. A noun in the possessive case: as, "the *huntsman's* horn;" "the *sun's* rays."
3. A noun in apposition: as, "Franklin, the *philosopher*;" "Alexander, the *coppersmith*."

IV. An adjective phrase may be introduced by a preposition or a participle: as—

1. The love [subject] *of money* is the root of all evil.
2. *Exhausted by fatigue*, we [subject] lay down to rest.

V. The simple predicate of a simple sentence may take an object or other complement (predicate nominative or predicate adjective): as—

1. Carpenters BUILD *houses*—[object].
2. We ARE *scholars*—[complement or predicate nominative].
3. *Glass* IS *transparent*—[complement or predicate adjective].

VI. The simple predicate of a simple sentence may be modified by—

1. An adverb: as, "The horse ran *swiftly*."

2. An adverbial phrase: as, "Great men lived *during the Revolution*."

---

2. Directions for the Analysis of Simple Sentences.

1. Name the simple subject.
2. Name the simple predicate.
3. Name the adjuncts or modifiers of the subject.
4. Name the complete subject.
5. Name the adjuncts or modifiers of the predicate.
6. Name the complete predicate.

NOTES.

I. When a verb has an object or other complement, the predicate verb is first to be mentioned, then the object or complement with its adjuncts (if any).

II. A noun used as the object or complement of a verb may itself be modified by an adjective word or phrase.

III. A subject having no adjuncts may be called the subject, simple and complete. So with the predicate.

Models for Analyzing Simple Sentences.

1. *America, called the New World, was discovered in* 1492.

This is a simple declarative sentence. The simple subject is "America." The simple predicate is "was discovered." The simple subject is modified by "called the New World," an adjective phrase. The complete subject is "America, called the New World."

The simple predicate is modified by "in 1492," an adverbial phrase. The complete predicate is "was discovered in 1492."

2. *You have prepared your lessons carefully.*

This is a simple declarative sentence. The subject, simple and complete, is "you." The simple predicate is "have prepared," which has for its object "lessons." "Lessons" is modified by the adjunct "your."

The simple predicate is modified by "carefully," an adverb. The complete predicate is "have prepared your lessons carefully."

3. *Will you walk to-day?*

This is a simple interrogative sentence. The subject, simple and complete, is "you." The simple predicate is "will walk."

The simple predicate is modified by the adverb "to-day." The complete predicate is "will walk to-day."

4. *Bring that large volume here.*

This is a simple imperative sentence. The subject, simple and complete, is *you* (understood). The simple predicate is "bring," which has for its object "volume." "Volume" is modified by the adjuncts "that" and "large."

The simple predicate is modified by the adverb "here." The complete predicate is "bring that large volume here."

EXERCISE 57.

Analyze the following simple sentences:

1. The sun shines.
2. Bees gather honey.
3. The fire burns.
4. The big fire burns brightly to-night.
5. The study of history improves the mind.
6. A rolling stone gathers no moss.
7. Sailing over the Atlantic, Cabot reached Labrador.
8. Under a spreading chestnut-tree the village smithy stands.
9. All men are mortal.
10. Where are you going this summer?*

---

* *Call* "this summer" an adverbial phrase.

11. The hero's harp is silent.
12. Milton, the English poet, wrote *Paradise Lost.*
13. Light the gas.
14. The stars are worlds.
15. Whitney, the inventor of the cotton-gin, was born in New England.
16. Can honor's voice provoke the silent dust?
17. Truth, crushed to earth, will rise again.
18. The sloth in its wild state passes its life on trees.
19. The Egyptians embalmed the bodies of their dead.
20. Some birds of prey, having secured their victim, fly with it very swiftly to their nests.
21. Sound the loud timbrel o'er Egypt's dark sea.

LVII.—SYNTHESIS OF THE SIMPLE SENTENCE.

1. Punctuation.

The comma and the terminal mark (period, point of interrogation, and point of exclamation) are the only marks used in punctuating simple sentences.

RULE I.—**Words of the same class in a series, taken individually or in pairs, are set off by commas:** thus—

1. The *calm*, *cool*, *resolute* man presented a noble example of daring.
2. Russia exports *wheat*, *tallow*, *flax*, and *hides.*

NOTE.—But two co-ordinate words joined by *and* or *or* are not to be separated.

RULE II.—**A phrase, unless very closely connected with the word to which it belongs, is set off by a comma:** thus—

1. *In spite of all difficulties*, they resolved to make the attempt.
2. The Indian monarch, *stunned and bewildered*, saw his faithful subjects falling around him.

NOTE.—But in the sentence, "Our house is beautifully situated about three miles from town," the phrase *about three miles from town* is too closely joined in construction to be separated by a comma.

RULE III.—**In a succession of phrases, each phrase is set off by a comma:** thus—

At daybreak, the combined fleets were distinctly seen from the Victory's head, *formed in a close line of battle ahead, on the starboard tack, about twelve miles to leeward, and standing to the south.*

RULE IV.—**Adverbs like HOWEVER, INDEED, THEREFORE, etc., being equivalent to phrases, are generally set off by commas:** thus—

1. The story, *however*, was pronounced untrue.
2. No man, *indeed*, is always happy.

RULE V.—**Words or phrases in apposition are set off by commas:** thus—

1. James Watt, *the improver of the steam-engine*, was a native of Greenock.
2. Washington, *commander-in-chief of the American army*, won the battle of Trenton.

RULE VI.—**The nominative independent (nominative of address) is set off by the comma:** thus—

Sweet Auburn, loveliest village of the plain!

---

2. Construction.

A series of detached statements may be combined into a simple sentence. Thus—

Separate Statements..
- Three vessels sailed.
- They were small vessels.
- They sailed from Palos.
- Palos is a seaport town.
- It is in Spain.
- They sailed on the 3d of August.
- It was in the year 1492.

Combined.—On the 3d of August, 1492, three small vessels sailed from Palos, a seaport town in Spain.

EXERCISE 58.

Combine each set of statements into a simple sentence, as in the model.

1. Columbus returned to Spain.
   He returned in 1493.
   He had spent several months in exploring the delightful regions.
   These regions were now first thrown open to European eyes.

2. Boston was occupied by soldiers.
   This was in the spring of the year.
   The soldiers were British.
   There were three thousand of them.
   They were commanded by General Gage.

3. New York is a great city.
   It is a commercial city.
   It is situated on New York Bay.
   It is situated at the mouth of the Hudson River.

4. I have a dress.
   It is a pretty dress.
   It is a blue dress.
   It is made of silk.
   It is cut in the latest fashion.
   It is trimmed with lace.

5. Charles XII. of Sweden was defeated.
   He was defeated at Pultowa.
   It was by Peter the Great he was defeated.
   Peter the Great was Czar of Russia.

6. The house was burned.
   It was a white house.
   It was on the hill.
   It had a beautiful garden.

7. The smugglers came to the hermit's cell.
   They came on the third day.
   They came by the direction of the peasants.

8. A balloon is a bag.
It is a thin bag.
It is a light bag.
It is made of varnished silk.
It is generally shaped like a globe.
It is filled with a fluid lighter than common air.

LVIII.—ANALYSIS OF COMPLEX SENTENCES.

1. Nature of the Complex Sentence.

I. A complex sentence consists of one independent, or principal, proposition and one or more clauses.

II. **Connectives.**—Clauses are joined to principal statements by—
1. Subordinate conjunctions: as, *if*, *that*, *though*, *unless*.
2. Relative pronouns: namely, *who*, *which*, *that*, and *what*.
3. Conjunctive adverbs: as, *when*, *where*, *while*, *why*.

III. There are three kinds of clauses: I. THE NOUN CLAUSE. II. THE ADJECTIVE CLAUSE. III. THE ADVERBIAL CLAUSE.

IV. A **noun clause** is a clause used as a noun; it may be the subject or the object of a sentence: as—
1. *When he will go* is uncertain.
2. Do you remember *what I said?*

EXERCISE 59.

a.

Point out the *noun clauses* in the following sentences, and tell whether they are subjects or objects.

1. They soon saw that the elephant's mouth was underneath his trunk.
2. *No one could* tell what had become of him.

3. That we get leather from skins is known to every one.
4. Where Homer was born is not known.
5. Every one thought the tree would be blown down.

b.

Supply *noun clauses* in the following sentences.

1. Do you not remember ..... ?
2. Most people know .....
3. How could she hear ..... ?
4. People used to think .....
5. He asked one of the masons to tell him .....

V. An **adjective clause** is a clause used as an adjective to modify a noun: as—

Those birds *that live on other animals* are called birds of prey.

EXERCISE 60.

a.

Point out the *adjective clauses*, and tell what nouns they qualify.

1. I know a story of an eagle, which you will like to hear.
2. The crowd that had gathered round to welcome her now stood back.
3. Franklin, who was a great philosopher, was born in Boston.
4. We get silk from a caterpillar which is called the silkworm.
5. The house where Shakspeare was born still stands.
6. Among the foreigners who repaired to Egypt to buy corn were the brethren of Joseph.
7. The Scots, who advanced to York, ravaged the country with unsparing fury.
8. The minutest animal that is attentively examined affords a thousand wonders.
9. The heart of Robert Bruce, which was preserved in a silver case, was consigned to the care of Douglas.

b.

Supply *adjective clauses.*

1. I will show you the book .....
2. The hides of oxen and sheep are sold to the tanner .....
3. The milk and the butter ..... are obtained from the cow.
4. That is the house .....
5. Are these the acorns ..... ?

VI. An **adverbial clause** is a clause used as an adverb to modify verbs, adjectives, or other adverbs: as—

The daisy shuts her eye *when the dew begins to fall.*

EXERCISE 61.

a.

Point out the *adverbial clauses.*

1. We shall sail when the moon rises.
2. The sugar-cane is pressed between heavy rollers till all the juice runs out.
3. As they drew near the nest, the eagle dashed by.
4. If we study, we shall improve.
5. You will not succeed unless you persevere.

b.

Supply *adverbial clauses.*

1. We shall be glad to see you .....
2. Come .....
3. I will tell you a secret .....
4. Charles had not been five minutes on the ice .....
5. We shall learn a great many things .....

c.

Write a *complex sentence* on each of the following words:

1. Ants.	3. The buffalo.	5. Scholars.
2. *Music.*	4. Columbus.	6. Geography.

2. Directions for the Analysis of Complex Sentences.

In analyzing complex sentences, proceed as follows:

1. Tell which is the principal statement.
2. Tell which is the clause.
3. Tell what connective joins the clause with the principal statement.
4. Then analyze the principal statement and the clause, as in the case of simple sentences.

Model for Analyzing Complex Sentences.

When the war closed, Washington retired to Mount Vernon.

This is a complex sentence. The principal statement is, "Washington retired to Mount Vernon." The clause (or subordinate statement) is, "When the war closed." The connective is the conjunctive adverb "when." The subject of the principal statement is "Washington." The predicate is "retired." The predicate is modified by the adverbial phrase "to Mount Vernon." The subject of the clause is "the war." The predicate is "closed."

EXERCISE 62.

Analyze the following complex sentences:

1. If you would be happy, you must be active.
2. We get silk from a caterpillar which is called the silkworm.
3. I shall be ready when you call me.
4. He is proud that he is a soldier.
5. Wait till you see.
6. The sea, after it had spent its fury, became calm.
7. When the door was opened, the people crowded into the hall.
8. And when he next doth ride abroad,
   May I be there to see.
9. Call upon me when you have time to spare.
10. Can you tell me where they have laid him?

11. He who ascends to mountain-tops shall find
The loftiest peaks most wrapt in clouds and snow.
12. The boy stood on the burning deck,
Whence all but him had fled.
The flame that lit the battle's wreck
Shone round him o'er the dead.

LIX.—SYNTHESIS OF THE COMPLEX SENTENCE.

1. Punctuation.

RULE I.—**Introductory adverbial clauses are, in general, set off from the principal statement by a comma:** thus—

1. Before the storm began, we had built a camp-fire.
2. If this be treason, make the most of it.

RULE II.—**Explanatory adjective clauses, introduced by WHO or WHICH [="and he," "and it," etc.], are set off by commas. Restrictive clauses, introduced by THAT or an equivalent connective, require no commas:** thus—

EXPLANATORY CLAUSES.

1. The king, who [=*and he*] was a merciful ruler, forgave the offence.
2. The Missouri, which [=*and it*] rises in the Rocky Mountains, is the chief tributary of the Mississippi.

RESTRICTIVE CLAUSES.

1. That is the man *who* aided me.
2. It is the tallest tree *that* I ever saw.

RULE III.—**A noun clause used as the subject of a verb is set off from the verb by a comma:** thus—

1. That the earth rotates on its axis, was denied by the ancients.
2. That illiterate men should be intelligent voters, is not to be expected.

RULE IV.—**A noun clause used as the object of a transitive verb requires no comma:** thus—

I have told you *who he is.*

RULE V.—When the sentence is introduced by the pronoun IT, and the noun clause is put after the verb, no comma is required: thus—

It is not to be expected that indolent pupils should rank high in their class.

RULE VI.—Commas must be used to set off the principal statement when it comes between the divided parts of an objective clause: thus—

1. He expected, *it seems*, to surprise the enemy.
2. The man was murdered, *it is supposed*, by a band of Apaches.
3. "Beautiful creature," said the cunning fox, "you sing like a nightingale."

---

2. Construction.

Two or more simple sentences may be combined into a complex sentence in various ways: thus—

SIMPLE.	COMPLEX.
1. I have a canary-bird. His name is Jack.	1. I have a canary-bird *whose* name is Jack.
2. The boys went a-fishing. They had good luck.	2. The boys *who* went a-fishing had good luck.
3. There is the boy. I spoke to him yesterday.	3. This is the boy *that* I spoke to yesterday.
4. Tea is a refreshing drink. It is used by all nations.	4. Tea is a refreshing drink which is used by all nations.
5. I will go on one condition. You must go with me.	5. I will go if you will.
6. He did not improve. The reason was idleness.	6. He did not improve because he was idle.
7. Riches are good. Wisdom is better.	7. Wisdom is better than riches [are].
8. Blanche is a good scholar. Willie is an equally good scholar.	8. Willie is as good a scholar as Blanche [is].

Examples of Synthesis.

Separate Statements.

1. The Spaniards were surrounded by the natives.
2. This was after their landing.
3. These natives were a simple-minded race of tawny savages.
4. They gazed with astonishment on the new-comers.

Combined.—After their landing, the Spaniards were surrounded by the natives, a simple-minded race of tawny savages, who gazed with astonishment on the new-comers.

Separate Statements.

1. Napoleon Bonaparte surrendered himself to the British.
2. He had been defeated at Waterloo.
3. He was exiled by the British to the island of St. Helena.

Combined.—After he had been defeated at Waterloo, Napoleon Bonaparte surrendered himself to the British, by whom he was exiled to the island of St. Helena.

NOTE.—When there are several adverbial clauses, use one or more of them to introduce the sentence, instead of crowding them all together after the main verb.

EXERCISE 63.

Combine the groups of statements into complex sentences as in the model.

1. A crow had seized a piece of cheese.
   He flew up with it to a high tree.
   Here he quietly prepared to enjoy his repast.

2. The King of England granted these men a great slice of territory in America.
   This king's name was James the First.
   This territory was claimed by the English.

3. A sea-captain entered the Narrows.
   He did this after sailing along the American coast.
   He sailed in a little craft called the "Half Moon."
   The name of this captain was Henry Hudson.

4. Our country had to carry on a severe struggle with the French in America.
   This was during the time that our country belonged to England.

5. The British rulers passed a law.
   They did this to get money out of the Colonies.
   This law was that no writing should be held valid in the court unless it was written on stamped paper.

6. Boston was occupied by British soldiers.
   They had been sent out to overawe the patriots.

7. The patriots began to make preparations for war.
   They did this because they saw the king was bent on forcing them to obey his unjust laws.

8. Washington hemmed in the British very closely in Boston.
   He did this so closely that they came near starving.

9. The Declaration of Independence was put forth by the Continental Congress.
   This Congress was the real government of this country at that time.

10. The Declaration of Independence was written by Thomas Jefferson.
    He was afterwards President of the United States.

11. The old bell-man rang the bell.
    He rang it when the Declaration was adopted.
    This bell proclaimed "liberty throughout all the land, unto the inhabitants thereof."

12. The leading orator of Virginia was Patrick Henry.
    He excited the people to rise against the tyranny of Great Britain.

13. Lafayette crossed the ocean.
He did this to give his sword to America.
He was born to high rank in France.
When he crossed the ocean he was only nineteen years of age.

14. The scholar will learn something.
He will learn it when he grows up.
What he will learn is that the seeds of the war of Secession were sown long before the men who waged the war were born.

15. Columbus waited seven years.
He then turned his back on the court of Spain.
He resolved to apply to the King of France.

16. Columbus was overtaken by a messenger.
This was while on his way to France.
The messenger was sent by the Queen of Spain to call him back.

LX.—ANALYSIS OF THE COMPOUND SENTENCE.

1. Nature of the Compound Sentence.

I. The compound sentence consists of two or more independent propositions.

II. Compound sentences may consist of two or more simple sentences, or of two or more complex sentences, or of a simple sentence combined with a complex sentence: thus—

1. The fields are fragrant and the woods are green.
2. I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
3. The evil that men do lives after them; [but]
The good is oft interred with their bones.

III. The leading statements of a compound sentence are generally *connected* by a co-ordinate conjunction expressed or understood.

NOTES.

I. The principal co-ordinate conjunctions are *and*, *also*, *or*, *nor*, *but*, *however*, *notwithstanding*, *yet*, and *for*.

II. Some common adverbial connectives in compound sentences are *again*, *besides*, *then*, *when*, *where*, *whence*, *on the other hand*, *for all that*.

III. A relative pronoun, or a conjunctive adverb, when it contains the force of *and*, may connect the statements of a compound sentence: thus—

1. I met General Jackson, *who* [and he] invited me to enter his head-quarters.
2. At length the reinforcements arrived on the field, *when* [and then] the terrible struggle was renewed.

---

2. Directions for Analysis.

In analyzing a compound sentence, mention the principal statements, and state what conjunction connects them; then proceed to analyze the separate statements as in the analysis of simple sentences.

Model of Analysis.

The Revolutionary War lasted for seven years, and it ended in 1782.

This is a compound sentence. It is composed of the two statements "The Revolutionary War lasted for seven years" and "It ended in 1782." These statements are connected by the co-ordinate conjunction "and."

The first statement is, "The Revolutionary War lasted for seven years." The simple subject is "war." The subject is enlarged by the adjectives "the" and "Revolutionary." The simple predicate is "lasted." The predicate is enlarged by the adverbial phrase "for seven years."

The second statement is, "It ended in 1782." The subject is "it" —not enlarged. The simple predicate is "ended." The predicate is enlarged by the adverbial phrase "in 1782."

EXERCISE 64.

Analyze the following *compound sentences:*

1. The country was rich, and the city was the centre of its wealth.
2. The man recovered from the bite, but the dog died.
3. The army must gain a victory, or our cause will be ruined.
4. All the world is a stage, and all the men and women [are] merely players.
5. There were no more worlds to conquer; therefore Alexander wept.
6. Prosperity did not unduly elate Washington, nor did misfortune cast him down.
7. A great war may be very glorious, but it is also very miserable.
8. By the invention of the cotton-gin, cotton was crowned king, and a new era was opened for America.
9. Justice was administered under the shade of forest-trees, and the jury sat upon a log.
10. There was timber to fell, there were fences to build, and there were fields to plough.
11. Prosperity makes friends, but adversity tries them.
12. Night's candles are burned out, and jocund day
    Stands tiptoe on the misty mountain-tops.

LXI.—SYNTHESIS OF COMPOUND SENTENCES.

1. Punctuation of the Compound Sentence.

RULE I.—Closely connected principal statements, unless much contracted, are, in general, set off by a comma, and are always so set off when there are more than two principal statements: thus—

1. Napoleon Bonaparte was of Italian blood, and was a Corsican by birth.
2. *I came, I saw,* I conquered.

Rule II.—Loosely connected principal statements, when long or when subdivided by a comma, are separated by a semicolon: thus—

1. The history of the Orient is the history of *dynasties;* the history of Greece and Rome is the history of the *people.*
2. The Greeks were indebted to the Phœnicians for the alphabet; the Romans adopted the Greek alphabet with some changes; the Roman alphabet is the basis of our modern alphabet.

Rule III.—When a compound sentence is elliptical, the omission of the principal statement is marked by a semicolon before each of a series of clauses: thus—

England has to undergo the revolt of the colonies; [England has] to submit to defeat and separation; [?] to shake under the volcano of the French Revolution; [ ] to grapple and fight for the life with her gigantic enemy, Napoleon; [ ] to gasp and rally after that tremendous struggle.

Rule IV.—Principal statements and clauses are punctuated according to the rules for the simple and the complex sentence.

---

2. Construction.

Separate statements may be combined into a compound sentence in various ways. Thus—

SEPARATE STATEMENTS.	COMBINED.
1. The day was cold. The day was stormy.	1. The day was cold *and* stormy.
2. Animals live. Animals grow. Animals feel. Animals move.	2. Animals live, grow, feel, and move.
3. I will go. You must not go.	3. I will go, but you must not.
4. You cannot go. I cannot go.	4. Neither you nor I can go.
5. You must work. The alternative is to starve.	5. You must either work or starve.

Examples of Synthesis.

Separate Statements.
- The sun is the centre of the solar system.
- The sun is the great source of light and heat.

Combined.—The sun is the centre of the solar system, and is the great source of light and heat.

Separate Statements.
- You can go to school.
- You are well.
- I must stay at home.
- I am sick.

Combined.—You can go to school, for you are well; but I must stay at home because I am sick.

EXERCISE 65.

Combine the separate statements into compound sentences.

1. Plants live. Plants grow. Plants die. Plants do not feel. Plants do not have the power of voluntary motion.
2. Labor and learning may toil for eloquence. Labor and learning will toil in vain.
3. Eloquence must exist in the man. Eloquence must exist in the subject. Eloquence must exist in the occasion.
4. Will it be the next week? Will it be next year?
5. I struck the man in self-defence. I explained this to the police judge. He would not believe me. Witnesses were called to support my statements. He committed me to prison. He had no right to do this.
6. Alexandria was one of the most celebrated cities of antiquity. It was anciently the residence of the kings of Egypt.
7. Boston is a great American seaport.
   San Francisco is also a great American seaport.
   New York is a seaport greater than both together.
8. The wolf could not run fast.
   The sheep's clothing was hanging about his legs.
   He was detected.
   He was shot by one of the men.

9. At last the capital of Palestine rose on their view.
   Palestine was lovely even in her desolation [adj. phrase, limiting *Palestine*].
   The knights wet the turf with tears of mingled joy and grief.
   They did so when springing from their saddle [participial phrase, limiting *knights*].
10. We revere Washington [why?].
    He was a patriot.
    We execrate Arnold [why?].
    He was a traitor.
11. Bois-Gilbert turned his countenance towards Rebecca.
    He then exclaimed [something].
    He did so, looking fiercely at Ivanhoe.
    He exclaimed, "Dog of a Saxon! take thy lance, and prepare for the death thou hast drawn upon thee."

LXII.—EXPANSION AND CONTRACTION OF SENTENCES.

1. Simple to Complex.

DIRECTION.—**A simple sentence may be expanded into a complex sentence by changing a word or phrase into a clause.** Thus—

SIMPLE.	COMPLEX.
1. We arrived there after sunset.	1. We arrived there after the sun had set.
2. Honest boys will be trusted.	2. Boys who are honest will be trusted.
3. I expected him to be there.	3. I expected that he would be there.
4. I told you to go.	4. I told you that you should go.
5. I supposed it to be him.	5. I supposed that it was he.
6. The attack having failed, the enemy withdrew.	6. After the attack had failed, the enemy withdrew.

EXERCISE 66.

Expand the following *simple sentences* into *complex sentences:*

1. Quarrelsome persons are disagreeable.
2. The ancients believed the earth to be the centre of the universe.
3. With patience, he might have succeeded.
4. The utility of the telegraph is evident to all.
5. The manner of his escape is a profound mystery.
6. Mary being ill, we had to go to the picnic without her.
7. I supposed the birds to be sand-pipers.
8. In collecting honey, bees do not confine themselves solely to flowers.
9. At the conclusion of the battle, the commander began to count his loss.
10. The discoveries of Livingstone, one of the greatest travellers of modern times, have taught us much about the interior of Africa.

---

2. Complex to Compound.

DIRECTION.—**A complex sentence may be expanded into a compound sentence by changing a clause into a principal proposition.** Thus—

COMPLEX.	COMPOUND.
1. When he had become exhausted, the swimmer was drowned.	1. The swimmer became exhausted, and he was drowned.
2. As Mary was ill, we had to go to the picnic without her.	2. Mary was ill, and hence we had to go to the picnic without her.
3. The Scots, who advanced to York, ravaged the country with unsparing fury.	3. The Scots advanced to York, and ravaged the country with unsparing fury.

EXERCISE 67.

Expand the following *complex sentences* into *compound:*

1. As the wind was fair, the vessel put to sea.
2. Beyond the Mississippi are vast prairies, over which roam great herds of buffalo.

3. The heart of Robert Bruce, which was preserved in a silver case, was consigned to the care of Douglas.
4. The Rhone, which flows into the Lake of Geneva, emerges from it at the town of that name.
5. The coral insect, which barely possesses life, is hourly creating habitations for man [*and yet it*, etc.].
6. The men ran away because they became frightened.
7. When his reinforcements arrived, Napoleon ordered an advance along the whole line.

3. Compound to Complex.

DIRECTION.—**A compound sentence may be contracted into a complex sentence by changing a principal proposition into a clause:** thus—

COMPOUND.	COMPLEX.
1. The sea spent its fury, and then it became calm.	1. The sea, when it had spent its fury, became calm.
2. The earth is round, and no one doubts it.	2. No one doubts that the earth is round.
3. He was only a boy, and hence he was pardoned.	3. As he was only a boy, he was pardoned.

EXERCISE 68.

Contract the following *compound sentences* into *complex sentences:*

1. The light infantry joined the main body, and the British troops retreated precipitately into Boston.
2. He was a worthless man, and he could not command the respect of his neighbors.
3. Egypt is a wonderfully fertile country, and it is annually overflowed by the River Nile.
4. The house was very large, and consequently there was little comfort in it.
5. The battle was concluded, and then the commander began to estimate his loss.

6. The electric telegraph, which was invented by Professor Morse, an American, has greatly facilitated business by bringing all parts of the world into communication.
7. The Jordan rises in Lebanon, and flows into the Dead Sea.
8. The mode of ascent has been often described, and yet it does not appear to be generally understood.

---

4. Complex to Simple.

DIRECTION.—**A complex sentence may be contracted into a simple sentence by changing a clause into a phrase or word.**

COMPLEX.	SIMPLE.
1. I expect that he will go.	1. I expect him to go.
2. The boy that was lost has been found.	2. The lost boy has been found.
3. I did not know that he was defeated.	3. I did not know of his defeat.
4. The fact that he was sick was unfortunate.	4. His being sick was unfortunate.
5. The man who committed the murder was hanged.	5. The murderer was hanged.

EXERCISE 69

Contract the following *complex sentences* into *simple sentences:*

1. Socrates proved that virtue is its own reward.
2. When morning began to dawn, our ship struck on a sunken reef, near the rock-bound coast.
3. It may be easily shown that the earth is round [the rotundity of].
4. It is generally believed that the soul is immortal.
5. The rain has been falling ever since the sun rose.
6. A tree is known by the fruit that it bears.
7. As Egypt is annually overflowed by the Nile, it is a very rich *country.*

MISCELLANEOUS EXERCISES IN LETTER-WRITING AND BUSINESS COMPOSITION.

a.

LETTER-WRITING.

Arrangement of a Letter.—The arrangement of the parts of a letter is important, and the following points should be attended to:

1. *The date* and the *place* where it is written. The day, month, and year should be given in full. Never date a letter merely by the day of the week; as, "Monday morning."

2. *The form of address;* as, "Sir," "Dear Sir," "My dear Charles," "My dearest Father," according to the terms of intimacy between the writer and the person addressed.

3. *The narrative,* or letter proper.

4. *The subscription;* as, "Yours truly," "Yours faithfully," "Your affectionate brother," etc. (varying, as in No. 2, with the relations of the parties), and the *name* of the writer.

5. *The name of the recipient.*

SUPERSCRIPTIONS AND SUBSCRIPTIONS.

The following superscriptions, subscriptions, etc., of letters are designed to show what is now regarded the most approved arrangement and style of these parts; and they may serve as models, according to circumstances.

Some of the most common forms of address are, Sir, Dear Sir, My dear Sir, Respected Sir, Sirs, Dear Sirs, Gentlemen, Ladies, Madam, Dear Madam, etc.; Friend Brown, Dear Susan, My dear Friend, Mother, Brother, etc.; according to the relations of respect, intimacy, or affection existing between the parties. Note that the form of address, *Madam, Dear Madam,* is as applicable to *unmarried* as to *married* ladies.

The closing part may be Yours, Yours truly, Most truly yours, Very truly yours, Yours respectfully, Respectfully, Sincerely yours; Your friend, obedient servant, etc.; Yours affectionately, Your affectionate friend, Your loving brother, sister, etc., followed by the name of the writer. The closing will vary with the relations of the parties.

Mr., Mrs., Miss, and Master are common titles, and should be used un-

less the person has a higher title. Messrs. and Misses are prefixed to the name of a firm, or to the names of persons collectively, and the name is followed by Sirs, Dear Sirs, Gentlemen, or Ladies, as the case may be.

Medical men have the titles Dr. and M.D. Legal gentlemen, artists, and sometimes others of high social standing, have the title Esq. But the title Esq. has so completely lost all meaning in this country that persons of good taste are wholly ceasing to use it: thus, "Mr. John Smith," not "John Smith, Esq." ☞ Be careful never to use the form "*Mr.* John Smith, Esq." Military men have the titles Gen., Maj.-Gen., Col., Capt., etc., according to rank. Graduates of colleges have some academic title, as A.B., A.M., etc. Clergymen have the titles Rev., Rev. Dr., and, if bishops, that of Rt. Rev. Hon. is the proper title for judges, congressmen, state senators, mayors of cities, heads of government departments, and others of similar rank; and His Excellency, for the governor of any state, or an ambassador of the United States. The President may be addressed His Excellency, but strict etiquette prescribes the form as included in the following models.

1. Heading or Date.

Cambridge, Mass., Feb. 3, 1873.

2. Address.

Mr. James F. Hammond,
421 Broadway, N. Y.

3. Introduction.

Dear Sir:

4. Body.

In reply to your letter of the 10th inst., I beg leave to say that I most cheerfully accede to your very reasonable request, etc.

5. Subscription.

Yours respectfully,
Henry L. Adams.

96 Pearl St., New York,
July 27, 1872.

Messrs. Nichols & Hall,
32 Bromfield St., Boston, Mass.
Dear Sirs:

I am, gentlemen,
Respectfully yours,
David B. Smith, Jr.

1.

To the Board of Education,
Chicago, Ill.
Gentlemen:

Very respectfully,
Edward Evans.

1.

Dear Madam:

Sincerely yours,
Henry Varnum.

Miss Amelia D. Cook,
18 Pemberton Square, Boston.

1.

Mr. President:

I have the honor to be, Sir,
Your obedient servant,
Timothy L. Trusty.

To the President,
Executive Mansion,
Washington, D. C.

3.

My dear Friend:

5.

Yours truly,
Isaac H. Hamlin.

Dear Sister Alice:

Your affectionate brother,
William.

My dear Mr. Brown:

Most truly yours,
Alexander Knox.

Note of Invitation.

Mr. Stewart requests the pleasure of Mr. Marshall's company at dinner, on Thursday next, at 5 o'clock.

124 Vanderbilt Av.
Monday, 29th Sept.

Reply.

Mr. Marshall accepts with pleasure Mr. Stewart's invitation to dinner, on Thursday next, at 5 o'clock.

72 Montague St.
Tuesday, 30th Sept.

Letter of Introduction.

CHICAGO, *Sept.* 25, 1873.

Dear Sir,—It gives me pleasure to introduce to you my much esteemed friend, Mr. W. P. Johnson. Any attentions that you may show him will be gratefully acknowledged and cheerfully reciprocated by

Yours truly,
A. B. Grover.

Hon. Wm. Graham,
27 State Street,
Albany, N. Y.

NOTE.—It is not customary to seal a letter of introduction.

EXERCISE 70.

1. Write a letter to your teacher narrating your experiences during your last vacation.

2. Write and tell your duties at school—your amusements or recreations—your walks—books—thoughts or observations.

3. Write and tell about a visit to a museum or public garden—the objects of interest, etc.

4. Write about the days of your childhood—your earliest recollections—your first days at school—your impressions—your ideas about that period of your life.

5. Tell about the book you are reading—the name—the subject—the style—the information—your opinion of it—any other works by the same author.

6. Write and tell about an evening party—the number—the amusements—the music—the pleasures of social intercourse.

7. Write the results of the last examination—whether you were promoted—what studies you are pursuing with most interest, etc.

b.

BUSINESS COMPOSITION.

BOSTON, *Oct.* 17, 1872.

MR. HENRY L. STONE,

Bought of GEORGE S. THOMPSON & CO.

48 yds. Muslin,	at	.22	$10.56
12 " Drilling	"	.18	2.16
20 " French Chintz,	"	.40	8.00
1 doz. Spools Thread,	"	.37	.37
			$21.09

Received Payment,

GEO. S. THOMPSON & CO.

SAN FRANCISCO, *Nov.* 1, 1872.

MR. EDWARD EDSON,

To BENJAMIN H. FENTON, *Dr.*

To 10 lbs. Java Coffee,	at	.40	$4.00
" 5 " Green Tea,	"	1.20	6.00
" 12 " Brown Sugar,	"	.14	1.68
" 4 gals. Molasses,	"	.37½	1.50
			$13.18

Received Payment,

BENJ. H. FENTON,

per FRED. C. DOW.

EXERCISE 71.

Make out the bills for the following articles, and receipt them:

1. Henry Dixon bought, Feb. 3, 1873, of Peter Brown & Co., 12 lbs. of sugar, at 10 cts.; 8 lbs. of coffee, at 45 cts.; 4 lbs. of tea, at 75 cts.
2. Jameson & Son sold, April 6, 1873, to Richard Roby, 2 doz. men's black beaver hats, at $4 apiece; 6 doz. boys' drab hats, at $1.50 apiece; ½ doz. silk umbrellas, at $4.50; ¼ doz. leather satchels, at $3.50.
3. Make out a bill for labor; for articles purchased at a hardware store; boot-and-shoe store; book store; dry-goods store; grocery store; lumber yard, etc.

Receipt for Rent.

309\frac{75}{100}$. NEW YORK, *May* 15, 1873.

Received of MESSRS. HARPER & BROTHERS, *Three Hundred Nine and* $\frac{75}{100}$ *Dollars, in full for rent of store No.* 20 *Canal St., to Sept.* 1, 1873.

WILLIAMSON & RICHARDSON,
per JAS. H. JOHNSON.

Receipt in full of all Demands.

500\frac{62}{100}$. CAMBRIDGE, *Oct.* 15, 1872.

Received of ROBT. H. JENKINS, *Five Hundred and* $\frac{62}{100}$ *Dollars, in full of all demands.*

GEO. H. POWELL.

EXERCISE 72.

Make out receipts as above:

1. Henry A. Nichols receives, March 3, 1873, of Arthur A. Andrews, $840.25 on account.
2. Geo. R. Stone, of Cambridge, this day gives Henry Gilbert $125, in full for one quarter's rent of house, No. 10 Elm St.
3. For the rent of a house; for services rendered; for interest on a note to date; for money received on account; in settlement of an account to date; for investment, etc.

Order for Goods.

$500. CAMBRIDGE, *August* 9, 1873.

EDW. H. HAMLIN *will please deliver to* QUEEN & VALENTINE *goods to the amount of Five Hundred Dollars, and charge the same to*

WILLIAM A. STEWART.

Order for Money.

$33. BOSTON, *Feb.* 19, 1873.

MESSRS. BROWN & HOOKER:

Gentlemen,—Please pay to THOMAS ANDREWS, *or order, Thirty-three Dollars, due on my account, and oblige,*

Yours respectfully,

HENRY W. WILKINS.

Bank Check.

No. 27. CHICAGO, *Nov.* 3, 1872.

First National Bank of Chicago,

Pay to WM. H. BOWKER, *or order, Sixty-nine and* $\frac{85}{100}$ *Dollars.*

69\frac{85}{100}$. SAMUEL WALLACE.

EXERCISE 73.

Make out the following orders in due form, supplying dates:

1. Carter Brothers give to Wm. H. Brown an order for 10 barrels of flour, Genesee Extra, on Robt. L. Fuller.
2. Lewis Clarke gives Stephen Dennison an order on Brown, Lewis, & Co., for $2000.
3. Robt. Fulton gives to Hiram Day a check on Charles River National Bank, Cambridge, Mass., for $1000.
4. Order somebody to pay money to somebody, or to deliver goods to somebody, and charge to your account, or to the account of somebody else.

Promissory Note Payable to Order.

$300. RICHMOND, *Aug.* 8, 1872.

Ninety days after date, for value received, I promise to pay JAMES DICKERMAN, *or order, Three Hundred Dollars.*

HENRY G. GRAHAM.

Promissory Note Payable to Bearer.

192\frac{60}{100}$. CINCINNATI, *May* 20, 1873.

On or before April 20, 1874, *for value received, I promise to pay* RICHARD ROWE, *or bearer, One Hundred Ninety-two and* $\frac{60}{100}$ *Dollars.*

JAMES W. WARD.

Joint and Several Note.

3061\frac{64}{100}$. BOSTON, *Sept.* 4, 1873.

On demand, for value received, we jointly and severally promise to pay WALTER WHEELER, *or order, Three Thousand Sixty-one and* $\frac{64}{100}$ *Dollars, with interest at 7 per cent.*

WARD, WOOD, & CO.

EXERCISE 74.

Write out the following according to the models:

1. John Scott, of Cambridge, owes Thomas Hooker $400, for which he gives his note, payable to him, or to his order, in 4 months from March 3, 1873.
2. On or before the 10th of October, 1873, Stephen Morse, Jr., of Boston, promises to pay to William Stickney, or bearer, $75.75. Write the note, and date it April 10, 1873.
3. John Smith, of Peoria, this day promises to pay to William Stone, or order, $400, three months after date.

APPENDIX.

A.

PECULIARITIES OF NUMBER.

Indeterminate Forms.—A few nouns have the same form for the plural as for the singular. Among these are—

SINGULAR.	PLURAL.
sheep	sheep
deer	deer
grouse	grouse
salmon	salmon
heathen	heathen

In these indeterminate forms the number of the noun is to be inferred from the context: thus, "A *sheep* was feeding on the hill;" "*Sheep* were feeding on the hill."

Double Plurals.—Some nouns have double plurals, each possessing a peculiar signification.

SINGULAR.	PLURAL.	PLURAL.
brother	brothers (by birth)	brethren (of a community).
cloth	cloths (kinds of cloth)	clothes (garments).
die	dies (stamps for coining)	dice (for play).
genius	geniuses (men of talent)	genii (spirits).
index	indexes (contents)	indices (algebraic signs).
pea	peas (single ones)	pease (collective).
penny	pennies (coins)	pence (value or amount).
staff	staves (common use)	staffs (military term).
shot	shot (balls)	shots (number of rounds).
fish	fish (collective)	fishes (individuals).

Plurals as Singulars.—Some plural forms are usually treated as singular: as, *amends, gallows, news, odds, pains, wages.* So—

politics, **ethics**, **physics**, **optics**, **mathematics** } represent Greek plurals, but are now treated as singular. Thus, "Mathematics *is* an improving study;" "Optics *is* the science of light."

Plurals only.—Some nouns, the names of things consisting of more than one part or forming a pair, have only the plural form:

annals	**entrails**	**scissors**
antipodes	**nuptials**	**shears**
breeches	**pantaloons**	**tongs**
drawers	**pincers**	**victuals**
dregs	**scales**	**vitals**

Foreign Plurals.—Many foreign nouns, especially those that are imperfectly naturalized, retain their foreign plural.* (The plurals of such nouns are readily found by reference to a dictionary.)

	SINGULAR.	PLURAL.
(1) *Latin*	formula	formulæ
	datum	data
	radius	radii
(2) *Greek*	axis	axes
	phenomenon	phenomena
(3) *Italian*	bandit	banditti
	virtuoso	virtuosi
(4) *Hebrew*	cherub	cherubim
	seraph	seraphim

---

* 1. Many Latin nouns adopted into our language retain their Latin endings:

Nouns in *us* (masculine) form the plural in *i;* as, focus, foci.
" " *us* (neuter) " " " " *era;* as, genus, genera.
" " *um* " " " " *a;* as, stratum, strata.
" " *a* " " " " *æ;* as, nebula, nebulæ.
" " *ex* " " " " *ices;* as, vortex, vortices.

2. Some Greek nouns adopted into our language retain the Greek endings in the plural: thus—

Nouns in *is* form the plural in *es;* as, crisis, crises.
" " *on* " " " " *a;* as, phenomenon, phenomena.

Compounds.—With regard to compounds the following points are to be noted:

I. The plural of compound nouns is generally formed by adding the suffix to the principal noun, that is, to the noun described: as, fruit-*trees*, *brothers*-in-law, *aids*-de-camp.

II. When the last part of a compound is an adjective (according to the French idiom) the suffix is usually added to the noun: as, *attorneys*-general, *courts*-martial.

Knights-Templars pluralizes both parts; as do also *men-servants*, *women-servants*.

III. When the words are so closely allied that the meaning is incomplete till the whole is known, the plural sign is added at the end: as, *forget-me-nots*.

B.

SYNOPSIS OF A REGULAR VERB IN THE SECOND PERSON SINGULAR, OLD STYLE.

Indicative....Thou lovest, thou lovedst, thou shalt *or* wilt love, thou hast loved, thou hadst loved, thou shalt *or* wilt have loved.

Potential....Thou mayst love, thou mightst love, thou mayst have loved, thou mightst have loved.

Subjunctive..If thou love, if thou loved.

Imperative...Love thou.

C.

MODEL OF CONJUGATION OF IRREGULAR VERBS.

NOTE.—The mode of formation of the compound parts of an irregular verb is precisely the same as that of a regular verb; but the irregularity of the past and past participle renders it desirable to illustrate the paradigm of the verb, and to practise pupils therein.

TO SEE.—Active Voice.

PRINCIPAL PARTS—*Present*—see. *Past*—saw. *Past Participle*—seen.

SYNOPSIS OF THE VERB "TO SEE" IN THE THIRD PERSON SINGULAR OF ALL THE MOODS AND TENSES IN THE ACTIVE VOICE.

Indicative....He sees, he saw, he shall *or* will see, he has seen, he had seen, he shall *or* will have seen.

Potential....He may see, he might see, he may have seen, he might have seen.
Subjunctive..If he see, if he saw.
Imperative...See (you—thou, ye).

SYNOPSIS OF THE VERB "TO SEE" IN THE FIRST PERSON PLURAL OF ALL THE MOODS AND TENSES IN THE PASSIVE VOICE.

Indicative....We are seen, we were seen, we shall *or* will be seen, we have been seen, we had been seen, we shall *or* will have been seen.
Potential....We may be seen, we might be seen, we may have been seen, we might have been seen.
Subjunctive..If we be seen, if we were seen.
Imperative...Be (you—thou, ye) seen.

D.
FORMS OF CONJUGATION.

Besides the common style of the verb, several special modes of conjugation are used to express particular meanings. The principal of these are: (1) THE PROGRESSIVE. (2) THE EMPHATIC. (3) THE INTERROGATIVE.

I. Progressive Form.

The progressive form of a verb is that which represents the continuance of the action or state asserted by the verb: as, "I *am writing*;" "He *was sleeping*."

The progressive form of a verb is made by combining its present participle with the variations of the auxiliary verb *to be*.

II. Emphatic Form.

The emphatic form of a verb is made by joining *do* and *did* with the infinitive (without *to*): as, "I *do* learn;" "I *did* learn."

This combination is found only in the present and the past indicative (active), and in the imperative.

Present.—I do learn, thou dost learn, he does learn, etc.
Past.—I did learn, thou didst learn, he did learn, etc.
Imperative.—Do learn.

III. Interrogative Form.

The interrogative form is that which is used in asking a question as, "*Can he see?*" "Shall he be punished?"

This form is used in the indicative and potential moods.

I. A verb is conjugated interrogatively by (1) placing the subject after the verb: as, "Hearest *thou?*" or (2) by placing the subject between the auxiliary and the verb; as, "May *we* go?" or (3) by placing the subject after the first auxiliary when two or more auxiliaries are used: as, "Could *he* have called?"

II. In common usage, the present and the past of the indicative mood are rendered interrogative by the use of *do* and *did*, with the subject following: as, "Do you hear?" "Did you hear?"

TO SEE.

IN THE INTERROGATIVE FORM.

Active Voice.

INDICATIVE MOOD.—See I, *or* do I see? Saw I, *or* did I see? Shall *or* will I see? Have I seen? Had I seen? Shall *or* will I have seen?

POTENTIAL.—May I see? Might I see? May I have seen? Might I have seen?

Passive Voice.

INDICATIVE MOOD.—Am I seen? Was I seen? Shall I be seen? Have I been seen? Had I been seen? Shall *or* will I have been seen?

POTENTIAL.—May I be seen? Might I be seen? May I have been seen? Might I have been seen?

E.

CONJUGATION OF THE AUXILIARY VERB TO BE.

AUXILIARY OF THE PASSIVE VOICE AND OF THE PROGRESSIVE FORM.

PRINCIPAL PARTS.

Present—am. *Past*—was. *Past Participle*—been.

INDICATIVE MOOD.

Present Tense.

SINGULAR.	PLURAL.
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is;	3. They are.

Past Tense.

1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was;	3. They were.

Potential....He may see, he might see, he may have seen, he might have seen.
Subjunctive..If he see, if he saw.
Imperative...See (you—thou, ye).

SYNOPSIS OF THE VERB "TO SEE" IN THE FIRST PERSON PLURAL OF ALL THE MOODS AND TENSES IN THE PASSIVE VOICE.

Indicative....We are seen, we were seen, we shall *or* will be seen, we have been seen, we had been seen, we shall *or* will have been seen.
Potential....We may be seen, we might be seen, we may have been seen, we might have been seen.
Subjunctive..If we be seen, if we were seen.
Imperative...Be (you—thou, ye) seen.

D.
FORMS OF CONJUGATION.

Besides the common style of the verb, several special modes of conjugation are used to express particular meanings. The principal of these are: (1) THE PROGRESSIVE. (2) THE EMPHATIC. (3) THE INTERROGATIVE.

I. Progressive Form.

The progressive form of a verb is that which represents the continuance of the action or state asserted by the verb: as, "I *am writing*;" "He *was sleeping*."

The progressive form of a verb is made by combining its present participle with the variations of the auxiliary verb *to be*.

II. Emphatic Form.

The emphatic form of a verb is made by joining *do* and *did* with the infinitive (without *to*): as, "I *do* learn;" "I *did* learn."

This combination is found only in the present and the past indicative (active), and in the imperative.

Present.—I do learn, thou dost learn, he does learn, etc.
Past.—I did learn, thou didst learn, he did learn, etc.
Imperative.—Do learn.

III. Interrogative Form.

The interrogative form is that which is used in asking a question as, "Can he see?" "Shall he be punished?"

This form is used in the indicative and potential moods.

I. A verb is conjugated interrogatively by (1) placing the subject after the verb: as, "Hearest *thou?*" or (2) by placing the subject between the auxiliary and the verb; as, "May *we* go?" or (3) by placing the subject after the first auxiliary when two or more auxiliaries are used: as, "Could *he* have called?"

II. In common usage, the present and the past of the indicative mood are rendered interrogative by the use of *do* and *did*, with the subject following: as, "Do you hear?" "Did you hear?"

TO SEE.

IN THE INTERROGATIVE FORM.

Active Voice.

INDICATIVE MOOD.—See I, *or* do I see? Saw I, *or* did I see? Shall *or* will I see? Have I seen? Had I seen? Shall *or* will I have seen?

POTENTIAL.—May I see? Might I see? May I have seen? Might I have seen?

Passive Voice.

INDICATIVE MOOD.—Am I seen? Was I seen? Shall I be seen? Have I been seen? Had I been seen? Shall *or* will I have been seen?

POTENTIAL.—May I be seen? Might I be seen? May I have been seen? Might I have been seen?

E.

CONJUGATION OF THE AUXILIARY VERB TO BE.

AUXILIARY OF THE PASSIVE VOICE AND OF THE PROGRESSIVE FORM.

PRINCIPAL PARTS.

Present—am. *Past*—was. *Past Participle*—been.

INDICATIVE MOOD.

Present Tense.

SINGULAR.	PLURAL.
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is;	3. They are.

Past Tense.

1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was;	3. They were.

Future Tense.

SINGULAR.	PLURAL.
1. I shall *or* will be,	1. We shall *or* will be,
2. Thou shalt *or* wilt be,	2. You shall *or* will be,
3. He shall *or* will be;	3. They shall *or* will be.

Present Perfect Tense.

1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been;	3. They have been.

Past Perfect Tense.

1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been;	3. They had been.

Future Perfect Tense.

1. I shall *or* will have been,	1. We shall *or* will have been,
2. Thou shalt *or* wilt have been,	2. You shall *or* will have been,
3. He shall *or* will have been;	3. They shall *or* will have been.

POTENTIAL MOOD.

Present Tense.

1. I may be,	1. We may be,
2. Thou mayst be,	2. You may be,
3. He may be;	3. They may be.

Past Tense.

1. I might be,	1. We might be,
2. Thou mightst be,	2. You might be,
3. He might be;	3. They might be.

Present Perfect Tense.

1. I may have been,	1. We may have been,
2. Thou mayst have been,	2. You may have been,
3. He may have been;	3. They may have been.

Past Perfect Tense.

1. I might have been,	1. We might have been,
2. Thou mightst have been,	2. You might have been,
3. He might have been;	3. They might have been.

SUBJUNCTIVE MOOD.

Present Tense.		*Past Tense.*	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
1. If I be,	1. If we be,	1. If I were,	1. If we were,
2. If thou be,	2. If you be,	2. If thou were,	2. If you were,
3. If he be;	3. If they be.	3. If he were;	3. If they were.

IMPERATIVE MOOD.

Be (you — thou, ye).

INFINITIVES.

Present—to be. *Perfect*—to have been. (*Gerunds*)—being; having been.

PARTICIPLES.

Present—being. *Past*—been. *Perfect*—having been.

F.

LIST OF IRREGULAR VERBS.

Explanation.—When a verb has a past or past participle, or both, of the regular conjugation, this fact is indicated by placing *-ed* after the form or forms. This *-ed* is to be suffixed *to the root*, care being taken to observe the rule of spelling for derivative words.

When the **-ed** is in heavy type it indicates that the **-ed** form is preferable.

The forms in *italics* are either out of use, seldom used, or not used by the best authors.

PRESENT.	PAST.	PAST PARTICIPLE.
abide	abode	abode
arise	arose	arisen
awake	awoke, *-ed*	awaked
be *or* am	was	been
bear (*to bring forth*)	bore, *bare*	born
bear (*to carry*)	bore, bare	borne
beat	beat	beaten, beat
begin	began	begun
behold	beheld	beheld
belay	belaid, *-ed*	belaid, *-ed*
bend	bent, -ed	bent, -ed

PRESENT.	PAST.	PAST PARTICIPLE.
bet	bet, -ed	bet, -ed
bereave	bereft	bereft, -ed
beseech	besought	besought
bid	bid, bade	bidden, bid
bind	bound	bound
bite	bit	bitten, bit
bleed	bled	bled
blend	blent, **-ed**	blent, **-ed**
bless	blest, **-ed**	blest, **-ed**
blow	blew	blown
break	broke, *brake*	broken, *broke*
breed	bred	bred
bring	brought	brought
build	built, -ed	built, -ed
burn	burnt, **-ed**	burnt, **-ed**
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught, *-ed*	caught, *-ed*
chide	chid, *chode*	chidden, *chid*
choose	chose	chosen
cleave (*to adhere*)	cleaved, *clave*	cleaved
cleave (*to split*)	clove, cleft, *clave*	cleft, *cloven*
climb	climbed, *clomb*	climbed
cling	clung	clung
clothe	clothed, *clad*	clad, **-ed**
come	came	come
creep	crept	crept
crow	crew, **-ed**	crowed
cut	cut	cut
dare (*to venture*)	durst, **-ed**	dared
deal	dealt, *-ed*	dealt, *-ed*
dig	dug, *-ed*	dug, -ed
do	did	done
draw	drew	drawn
dream	dreamt, **-ed**	dreamt, **-ed**

PRESENT.	PAST.	PAST PARTICIPLE.
dress	drest, **-ed**	drest, **-ed**
drink	drank, *drunk*	drunk, *drunken*
drive	drove	driven
dwell	dwelt, -ed	dwelt, -ed
eat	ate, *eat*	eaten, *eat*
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgotten, forgot
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
gild	gilt, -ed	gilt, -ed
gird	girt, -ed	girt, -ed
give	gave	given
go	went	gone
grave	graved	graven, -ed
grind	ground	ground
grow	grew	grown
hang*	hung	hung
have	had	had
hear	heard	heard
heave	hove, **-ed**	hoven, **-ed**
hew	hewed	hewn, -ed
hide	hid	hidden, hid
hold	held	held, *holden*
keep	kept	kept
kneel	knelt, -ed	knelt, -ed

* *Hang*, to take life by hanging, is *regular*.

PRESENT.	PAST.	PAST PARTICIPLE.
knit	knit, -ed	knit, -ed
know	knew	known
lade	laded	laded, laden
lay	laid	laid
lead	led	led
leap	lĕapt, -ed	lĕapt, -ed
learn	learnt, -ed	learnt, -ed
leave	left	left
lend	lent	lent
lie (*to recline*)	lay	lain
light	lit, -ed	lit, -ed
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mown, -ed
pass	past, -ed	past, -ed
pay	paid	paid
pen (*to enclose*)	pent, -ed	pent, -ed
prove	proved	proven, -ed
quit	quit, -ed	quit, -ed
rap	rapt, -ed	rapt, -ed
read	rĕad	rĕad
rend	rent	rent
ride	rode, *rid*	ridden, *rid*
ring	rang, *rung*	rung
rise	rose	risen
rive	rived	riven, -ed
run	ran, *run*	run
saw	sawed	sawn, -ed
say	said	said
see	saw	seen
seek	sought	sought
seethe	sod, -ed	sodden, -ed
sell	sold	sold
send	sent	sent

PRESENT.	PAST.	PAST PARTICIPLE.
set	set	set
shake	shook	shaken
shape	shaped	*shapen*, -ed
shave	shaved	shaven, -ed
shear	sheared, *shore*	shorn, -ed
shine	shone, -ed	shone, -ed
shoe	shod	shod
shoot	shot	shot
show	showed	shown, -ed
shred	shred	shred
shrink	shrank, *shrunk*	shrunk, shrunken
sing	sang, *sung*	sung
sink	sank, *sunk*	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slidden, slid
sling	slung, *slang*	slung
slink	slunk, *slank*	slunk
slit	slit, -ed	slit, -ed
smell	smelt, **-ed**	smelt, **-ed**
smite	smote	smitten, *smit*
sow	sowed	sown, -ed
speak	spoke, *spake*	spoken
speed	sped, -ed	sped, -ed
spell	spelt, **-ed**	spelt, -ed
spend	spent	spent
spill	spilt, **-ed**	spilt, **-ed**
spin	spun, *span*	spun
spit	spit, *spat*	spit
split	split, *-ed*	split, *-ed*
spoil	spoilt, **-ed**	spoilt, **-ed**
spread	spread	spread
spring	sprang, *sprung*	sprung
stand	stood	stood
stave	stove, **-ed**	stove, **-ed**

PRESENT.	PAST.	PAST PARTICIPLE.
stay		
steal		
stick		
sting		
stride		
strike		
string		
strive		
strow,		
swear		
sweat		
sweep		
swell		
swim		
swing		
take		
teach		
tear		
tell		
think		
thrive		
throw		
tread		
wake		
wax		
wear		
weave		
wed		
weep		
wet		
whet		
win		
wind		
work		
wring		
write	wrote, *writ*	written

To avoid fine, this book should be returned on or before the date last stamped below

10M—9-39

1947

BALCONY COLLECTION
PRESENTED BY THE PUBLISHERS
CURRICULUM LIBRARY
—TO 2[illegible]

DATE
NAME
DATE
NAME

Swinton, W.,
New language lessons.
cop.1
TX5.7

LIBRARY, SCHOOL OF EDUCATION, STANFORD
~~447212~~
44212